Lesson Plans

(English)

Level ... 5

Term ... 1st

Lesson plan Layout
(English)

Term 1
Level 5

Wk.	Communication	Reading	Writing	Assessment
1.	▪ Sounds of alphabte (**Revesion**) ▪ Asking for some thing politely	▪ Text: " **I'll help you** " ▪ Reading Aloud ' Vocabulary'	▪ **Past actions**	×
2.	▪ Word making (**Vowel sound**) ▪ Listening – **Space Race**	▪ Poem: " **I wish** "	**Diary Writing**	Yes
3.	▪ Same or diffrent **(sound of –i, ea)** ▪ Making Wish (**poem**)	▪ Text: '**Pottery Making**' ▪ Reading Aloud, Study Skill	* **Sentences and Clauses**	×
4.	▪ Same sound, Different spellings ▪ Describing what people do at work	▪ Extensive Reading	* Paragraph Writing (**Zoo**)	Yes
5.	▪ Spelling games (**Same sound, different spelling**) ▪ Listen and Draw (**Preposition**)	▪ Text: **' Zohra, A true story."** • Reading Alouud, Vocabulary	▪ **No Article**	×
6.	▪ Sounds and their impressions ▪ Describing people	▪ Text: **"The sad story of my Peakock"**	▪ Abbreviation **(getting shorter)**	Yes
7.	▪ Sound and spellings (**silent letter - h**) ▪ Story Listening from the cassette (**Jack and the Bean Stalk**)	▪ Text: '**Up up and away**' ▪ Reading Aloud, Study Skill	* Story completion **(Adjectives and Adverbs)**	×
8.	▪ Sounds and spelling (**silent letter - w**) ▪ Using stress and intonation in speech (**shifting**)	▪ Poem: **"The Wind on the Hills"**	▪ Thank you letter Writing **(Informal)**	Yes

Lesson Plan
(English).

Level: 5

Term: 1

Week: 1

Communication	Reading	Writing	Assessment
• Sounds of Alphabets (Revision) • Asking for something Politely	• Text "I'll help you." • Rd. Aloud, Vocabulary	• Past Actions	×

Level: 5 Term: 1 Week: 1 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - focus on sounds of all alphabet letters
   - use proper noun properly
2. **Function:** Learning the sound
3. **Activity:** Reading Writing sentences
4. **Material:** Worksheet

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5. Procedure:

a. Ask them to revise the sounds of alphabet letters. Write few letters randomly and ask their sounds. Write some proper nouns with the same letter sounds.

e.g **b – ba- Bashir**
z – zee- zubair

b. **Worksheet**

Task 1:
- You read each sentence and the class reads after you.
- Ask them to read each sentences, turn by turn- one student at a time.

Task 2: Divide the class in groups. Ask them to find the names of persons in their own language. The names should begin with the same sound letter. which is mostly used in the sentence words. Leave the letter – x – as there is no name with this letter. Give them help in the sounds which are not common in proper nouns.

Feedback: Each group reads their sentencestogether in a rhythmic voice

Task 3: Ask them to write another sentences under each sentences, using the new Names of person the sentence. Words should be replaced, taking the same sound of the sentences words.

Feedback: Each group reads out one sentence at a time and the groups keep on reading one by one as the alphabet moves (**from A to Z**)

6. Follow Up:

Write ten sentences, taking any ten letter sounds.

7. Free writing. .... 5 Min

Level: 5 **Term: 1** **Week: 1** **Day: 1**	**Worksheet**	**Date**

Task 1: **Read the sentences together.**

Task 2: **Find a name of a person for each sentence. The name should begin with the same sound letter, which is mostly used in the sentence words. The first is done for you.**

Asim has an ox in his box.

____

B has a buffalo in his bed

____

has a camel in her car.

____

D has a dinosaur on his des

____

has an elephant in her engine.

____

F has a fox in his fish tank

____

has a gorilla in her garden.

____

H has a hamster in his ha

____

has an insect in her ink.

____

J has a jellyfish in his jug.

____

has a kangaroo in her kitchen. L has a lion on his lap.

has a monster on her mat. N has a newt in his net.

has an octopus in his office. P has a penguin in her pack.

has a quail on her quilt. R has a rabbit in his rocket.

has a seal on her seesaw. T has a tiger in his tent.

has an umbrella bird. V has a vulture in her van.

has a walrus in her wardrobe. X

has a yak on his yacht. Z has a zebra in her zoo.

Level: 5		
Term: 1	Lesson Plan	Communication
Week: 1		
Day: 2		

1. Objectives: The learners will be able to:
- ask for something
- make a polite request

2. Function: Asking for something politely

\. Activity: Dialogue Practice

. Material: Worksheets

Procedure:

Ask the following
1. What are the words, you can use for making request? (Please)
2. Is there any other way of making request (May)

:xplain that:

"For being polite and courteous, we use the word ' May' for asking permission".

. Worksheet
- Explain the situation
- Read the dialogue with rising and falling tones

Dialogue Practice
- Saying by the teacher
- Saying after the teacher
- Role play in Groups
- Individual Practice

ı. Further Practice

Ask them to replace the words and practise in role play.

6. Follow up:

Write few lines about the food you like to eat in lunch.

Level: 5 Term: 1 Week: 1 Day: 2	Worksheet	Communication

On the Dining Table.

Task 1: **Say the dialogue.**

Salma: Uzma, may I have some rice, please.

Uzma: Yes, here it is.

Omer: Please, give me some water.

Salma: Here you are.

Uzma: Shall I give you some fruit?

Omer: No, thank you.

Task 2: **Repeat the same dialogue. Substitute different foods and the speaker.**

- **rice / Dal, Curry, Kabab, bread, salt**
- **water / Lassi , drink , Juice, Pepsi, Miranda**
- **fruit / apple , orange , banana , melon**

Level: 5 **Term: 1** **Week: 1** **Day: 3**	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - read with comprehension
   - develop vocabulary
2. **Skill:** Reading comprehension (Reading Silently)
3. **Topic:** I'll help you
4. **Material:** Text Page (**I'll help you**), Worksheet (2 pages)

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5. Procedure

a. Text Page

-Write the topic on the board and ask them to have a look at the page. Then ask the following questions. (write questions on the board).

1. **Is it a story? / dialogue? / description?**
2. **Who are talking to each other? What are their names?**
3. **Are they girls or boys?**
4. **What are they talking about?**
5. **What is Memna?**

b. Reading Comprehension

Task 1 **Task 2**	**Skimming and Scanning (Fast Reading)**
Task 3	**Reference**
Task 4	**True / False**
Task 5	**Reference**

6. Follow Up:

Write one or two lines about each.

Memna, Mano, Aspa, Gury, Moti

Level: 5 Term: 1 Week: 1 Day: 3	Text Page

'I'll help you !'

Memna was a soft, white, little lamb. One day, he wanted to drink some water, so he went to the nearby pond. Suddenly the big, bad wolf called Gurg, came along?

Gurg: What are you doing, Memna?

5 **Memna:** I'm very thirsty so I'm drinking some water.

Gurg: This is my pond and my water. You're drinking my water.

Memna: No, it's everybody's pond and everybody's water.

Gurg: No, no! it's all mine. I'll punish you for drinking from my pond. I'll come back to eat you in the evening.

10 *Poor Memna felt very upset and frightened. He was sitting on his door step and crying. The fluffy, black cat Mano passed by.*

Mano: Why are you crying, Memna?

Memna: The big, bad wolf is angry with me. He's coming to eat me in the evening.

15 **Mano :** Don't worry I'll help you.

Mano went inside and sat on the table. Memna kept on crying. The fat black dog, Moti passed by.

20 **Moti:** Why are you crying, Memna?

Memna: The big, bad wolf is angry with eat me in the evening.

Moti: Don't be upset, I'll help you.

24 *He went inside and hid behind the door.Mamna was still crying.Aspa,the big brown mare pass by.*

Aspa: Why are you crying, Memna?

27 Memna : The big, ad wolf is angry with me. He is coming to eat me in the evening.

Aspa: Don't cry I'll help you.

She went and stood near the pond.In the evening, Gurg came to Memna's house.

'2 Gurg : Ha! Ha! Ha! Where are you Memna? I 've come to eat you.

He went past the table and Mano scratched his face. He ran towards the door and Moti hit him on the ear.He ran outside and Aspa gave him a big kick. Gurg fell into the pond and drowned.Memna came out from behind the bushes.

8 Memna: Thank you, Mano, Moti and Aspa. Thank you very much!

Mano: My pleasure.

Moti: Don't mention it.

Aspa: That's all right.

So Memna, Mano, Moti and Aspa all lived happily ever after. They drank from the pond whenever they were thirsty.

Level: 5 Term: 1 Week: 1 Day: 3	Worksheet	Date

Task 1: **Read the text and write down the names of all the characters in the story.**

____________________ ____________________

____________________ ____________________

Task 2: **Read the text and fill in the blanks:**

Example: Memna was a soft, white lamb.

Mano was a ____________________

Aspa was a ____________________

Gurg was a ____________________

Moti was a ____________________

sk 3: **Read the text carefully and write down who said these words.**

Ex. "No, no! it's all mine," *Gurg, the big, bad wolf.*

1. 'Don't be upset. I'll help you" ____________________
2. 'Don't cry. I'll help you' ____________________
3. 'Don't worry. I'll help you' ____________________
4. 'The big, bad wolf is coming to eat me' ____________________
5. 'I want to eat you' ____________________

Task 4: **Read the text and put a ✓ for a true statement and a X for false one.**

__________ Jabir was crying.

__________ Memna was a big, black cat.

__________ Memna drank some water.

__________ Kumet scratched Jabir's face.

__________ Moti hit Jabir's leg.

__________ Mano drowned in the pond.

Task 5: **What do the following words refer to in the text. Write it in the blanks.**

In line 6, my refers to __________

In line 8, I'll refers to __________

In line 9, you refer to __________

In line 15, I'll refers to __________

In line 24, He refers to __________

In line 35, him refers to __________

Level: 5 Term: 1 Week: 1 Day: 4	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - read with correct pronunciation
   - narrate events of the story
2. **Skill:** Reading Aloud, Narrating a story
3. **Topic:** 'I'll help you'
4. **Material:** Text page of the previous lesson (**I'll help you**) Paper Masks, Worksheet (All MS)

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5. Procedure:

a. Reading Aloud **(20 Mins.)**

1. Ask them to open the text page of the previous lesson.

Divide the class into groups of five and give them the dialogues of **(Memna, Mano, Moti, Aspa and wolf) to each group**. You can make paper masks for role play. Ask them to say their dialogue for role-play.

2. Ask students to tell story to each other. Divide them again in four groups. Each member of the group tells a part of the story and thus a group tells story in the same manner and the class listens.

b. Worksheet : Dictionary skill (All Ms)

Explain the task given in the worksheet

6. Follow Up:

Write the story in your own words and draw the pictures of some characters.

Level: 5 Term: 1 Week: 1 Day: 4	Worksheet	Reading

All 'M's   Dictionary Skill

Task 1: Read the text 'I'll help you' and copy the words beginning with the letter M or m from the text.

______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

Re-write the words in alphabetical order. Don't forget to look at second and third letters of the words to put them in correct order.The first word has been filled in for you.

1. Mano
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________

Level: 5 Term: 1 Week: 1 Day: 5	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
form questions on the past activity

2. Function: Asking and answering about past actions

3. Activity: Picture reading and writing

4. Material: Worksheet (2 pages)

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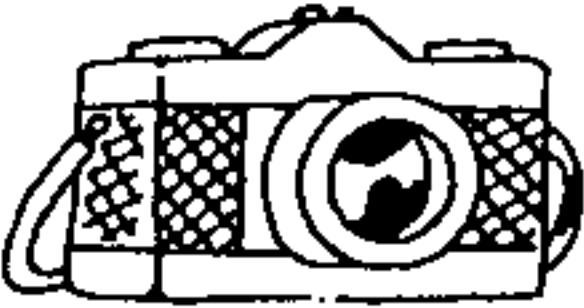
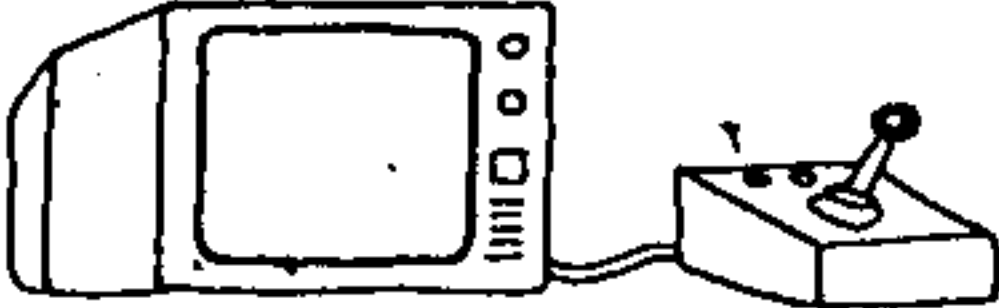
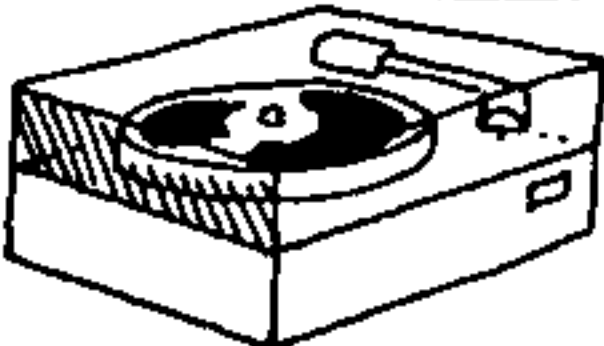
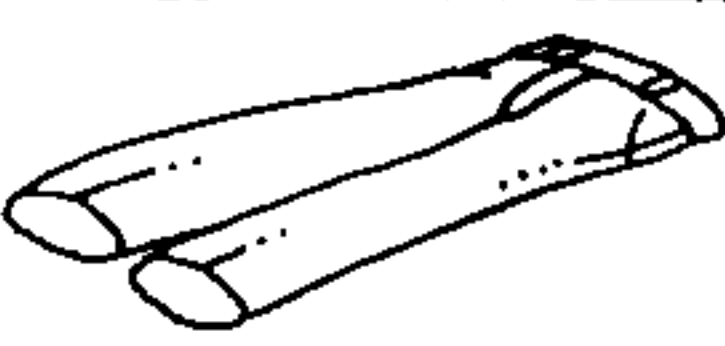
5. Procedure

a. Pre – Writing

- Talk about birthdays and the gifts. Ask randomly what they got on their last birthdays.

b. Worksheet (Page 1)

- Discuss the picture, given on the worksheet
- Ask questions orally. If you feel, they need more clarification, then explain on the board how questions on the past actions are formed.

c. Worksheet (page 2)

- Discuss the pictures of each shop and take responses.
- Ask them to write questions about the given answer.

d. If time allows ask questions on the remaining pictures.

6. Follow up

'What did you get on your last birthday and what gifts you gave to your friends this year.

Level: 5		
Term: 1	Worksheet	Date
Week: 1		
Day: 5	Page 1	

What did the friends get for their last birthday? Ask and answer questions.

Task 1: **Write questions and answers about each.**

1. **What did Raheel get for his birthday?**

   ____

2. ______________________________

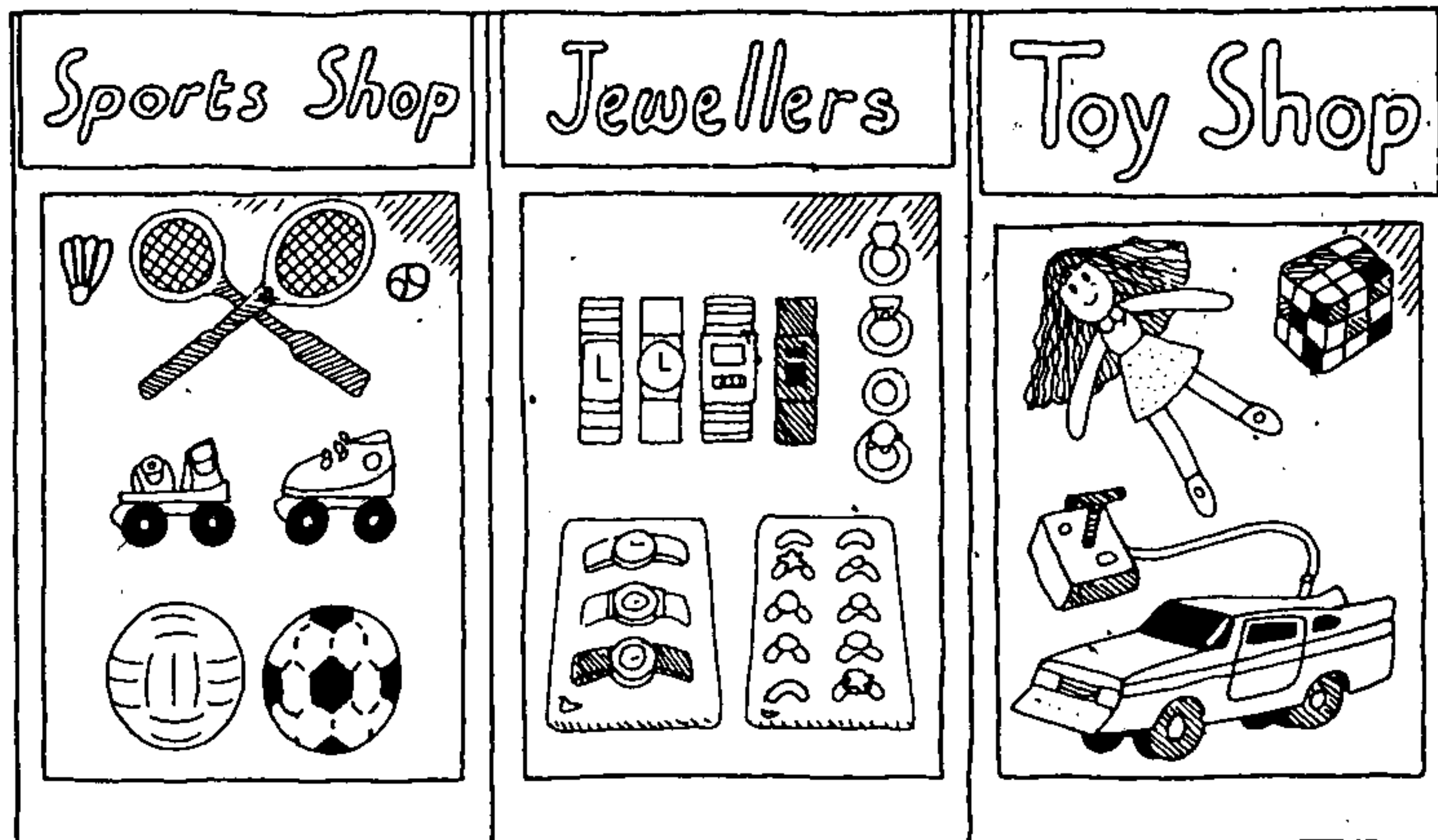
   ____

3. ______________________________

   ____

4. ______________________________

   ____

Level: 5 Term: 1 Week: 1 Day: 5	Worksheet page 2	Writing

Task 2: Write Questions.

1. *Where did you get the car from? I got it from the toy's shop.*
2. ______________________________ **I got them from the jeweler's shop.**
3. ______________________________ **I got it from the sport's shop.**
4. ______________________________ **I got them from the sport's shop.**
5. ______________________________ **I got it from the jeweler's shop**
6. ______________________________ **I got it from the toy's shop.**

Lesson Plan
(English)

Level: 5

Term: 1

Week: 2

Communication	**Reading**	**Writing**	**Assessment**
• Word Making **(Vowel Sounds)** • Listening **' Space Race '**	• Poem **'I wish…'**	• Diary Writing **(going to)**	✔

Level: 5
Term: 1
Week: 2
Day: 1

Lesson Plan **Communica**

1. **Objectives:** The learners will be able to:
   make new words with the change of the vowel letters
2. **Function:** Pronouncing properly
3. **Activity:** Word Making (**long and short sounds of vowels**)
4. **Material:** Worksheet (2 Pages)

5. Procedure:

a. Prepare your students for revision of **long and short sounds of vowels**.

b. Take a few examples from the worksheet and write them on the board. Explain that vowel letters play magic in making new words, when they stand in the middle or at the end of the words.

(mad — mud)

c. Worksheet

Task 1: - First read the words and ask them to pronounce properly
- Then ask them to make new words by adding vowel letters.

Task 2: (Pair Work) making new words.

Peer checking and Feedback

6. Follow Up:

Repeat Task 2. Students can write only five words for each Vowel letter.

7. Free writing. .... 5 Min

Level: 5 Term: 1 Week: 2 Day: 1	Worksheet	Communica

Task 1: Meet magic letters **a, e, e, o, u** when they stand next to words. They can make magic and make new words.

rat ___*rot*___	glad --------------
bade --------------	pal --------------
fat --------------	hat --------------
mad --------------	tap --------------
mat --------------	hat --------------

fin ___*fine*___	hid -------------
bit --------------	dim -------------
tim --------------	rid --------------
sit --------------	kit -------------
pin --------------	sit --------------
pip --------------	spin --------------

rob ___*rub*___	rod --------------
hop --------------	rot -----------
not --------------	cod -------

cut ___*cute*___	tub --------
cub --------------	use -----------

Task 2: How many words can you make with:

a .... in the middle

had ....

....

e .... in the middle

beg ....

....

i .... in the middle

bit ....

....

o .... in the middle

pot ....

....

u .... in the middle

cup ....

....

Level: 5 Term: 1 Week: 2 Day: 2	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   -listen and recall information
2. **Function:** Recalling the events
3. **Activity:** Listening and gap filling
4. **Material:** Worksheet, listening Text (**Space Race**)

5. Procedure:

a. Talk about **space** and **moon.** Check if they have some ideas about **universe planets, space travel.** Prepare them for listing about space information.

b. **1st Listening**

The text is about space race. Ask them to listen only. Read the text properly. **(Listening Text is given below)**

c. **Worksheet (*Pair Work*)**

2nd Listening

Task 1: Read again and ask your students to listen and do the task (True, False or DK – don't know). Take feedback after peer checking

3rd Listening

Task 2: Read the text again or call a good reader from the students and ask him / her to read for you. Students do the task of gap filling.

If time allows ask few questions on the text

Follow Up: Repeat the step – C and write questions on the board.

tening Text

Space Race

The space race began on 4th October 1957, when Russia launched the first satellite, *Sputnik* 1. There was a small radio in the satellite. It went bleep bleep.

Russia's second satellite, *Sputnik 2* went into orbit on 3rd November1957. It carried a dog, Laika. Laika couldn't come back to Earth. She died in orbit.

The first astronaut was Russian too. His name was Yuri Gagarin. He made one orbit to the Earth on 12th April 1961. Gagarin died in a plane crash on 27th March 1968.

Level: 5 Term: 1 Week: 2 Day: 2	Worksheet	Communication

Task 1: Listen to the text and tick in the boxes. (DK - don't know)

	T	F	DK
• Sputnik 1 was a Russian satellite.			
• Sputnik 1 carried an animal into orbit.			
• Laika was the first Russian astronaut.			
• A dog went into orbit on 3rd November 1957.			
• Russia launched two satellites in 1957.			
• The second astronaut was a Russian woman.			
• Yuri Gagarin was in space from 1961 to 1968.			
• The first astronaut made two orbits of the Earth.			

Task 2: Listen and find missing words.

Russia launched the first satellite on ________. Its name was _______. In satellite, there was a small radio in it. People on _________ heard its 'bleep , bleep'

The name of Russian's second satellite was ____________. There was a __________in it whose name was Laika. Laika couldn't ________ back on the earth. Yuri Gagarin was the _____________ astronaut of Russia. He orbited the earth on _________. He died in a _________ on March 1968.

Level: 5 **Term: 1** **Week: 2** **Day: 3**	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
    1. to read and enjoy the rhythm of poetry
    2. to read for pleasure
2. **Skill:** Reading Aloud
3. **Topic:** **'I wish'**
4. **Material:** Poem Page (**I wish**), Worksheets

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5. Procedure:

3. **Pre – Reading**

Ask the following questions

4. **Who is the youngest child in the family?**
5. **Who is the eldest child in the family?**
6. **Do you like to be the youngest?**
7. **Do you like to be the eldest?**

8. Follow the suggested procedure. See orientation pages, given at the back

c. Worksheet

Task 1:
Task 2:

9. **Follow Up:**
   Write any four lines of the poem, you like

Level: 5
Term: 1
Week: 2
Day: 3

Poem Page

I wish . . . Poem

I am tired of being little,
I am sick of being thin,
I wish that I were giant size
With whiskers on my chin.

No one would dare to tease me
Or take away my toys,
For I would be much bigger
Than the biggest of the boys.

I'd never be afraid again,
If I were ten foot three,
I wish that I were giant size
Instead of small like me.

(By Jack Prelutsky)

Tongue Twister

Did he say I said you said she said that?
Yes, he did. He said you said she said that.

Level: 5 Term: 1 Week: 2 Day: 3	Worksheet	Date

Task 1: **Read the poem again and do the following.**

10. Write those things, which the boy doesn't like.

____

____

____

____

Task 2. **What those things, which the boy likes.**

____

____

____

____

Level: 5 Term: 1 Week: 2 Day: 4	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   11. Write sentences about future plans in their **diaries.**
   12. Practise the use of "**going to**"
2. **Function:** Telling about future plans
3. **Activity:** Diary writing
4. **Material:** Worksheet

13. Procedure

14. **Pre Writing**
15. Tell them briefly about yourself. What plans you have this year.
16. Ask from your students:

17. Do they have some plans about different things this year?
2. Do they write diaries?

b. Worksheet

Task 1: - Explain that Bronty is a child of Dinosaurs and he is telling us about his future plans. He writes his plans in his Diary

Task 2

18. Discuss what they have planned to do things this year and what are those things
they have planned not to do.
19. Also explain to them that for future planning, we use the structure '**going to**' in
place of future verb – **will**
20. Students can work in pairs or in groups

Peer checking and Feedback

21. **Follow Up:**
Ask your friend and write what she/he is going to do this year.

Level: 5 Term: 1 Week: 2 Day: 4	Worksheet	Writing

Task 1: **Read Bronty's Diary.**

Read Bronty's diary.

Dear diary,

This year I'm going to be very good. I'm going to be nice to all my friends. I'm going to tidy my cave every day. I'm going to read a book in English every week. I'm not going to watch TV every night. I'm not going to get up late in the morning. This year I'm going to be fantastically good.

Task 2: **Now you write your diary for this year.**

____

____

____

____

____

Level: 5 Term: 1 Week: 2 Day: 6	Assessment

Task 1: Make new words by changing the vowels.

Mad ______________ hop ______________ (2)

sit ______________ tub ______________

Task 2: Complete the dialogues. (2)

(At the breakfast table)

Akif: Mother ______________ some rice, please.

Mother: ______________________________

Akif: ______________________________

Task 3: Write four things what you are going to do this year. (2)

____

____

____

____

____

Task 4: **Read the dialogues and do the task given below.** **(4)**

Abu was a small, thin and a cute deer. One day he went to a stream to drink water. There he saw a big lion called Bubber. The lion roared and started talking.

Bubber: **What are you doing here?**

Abu: I'm thirsty, Sir, I've come to drink water.

Bubber: **This is my land and the stream is mine. Why have you come here?**

Abu: **Sir, it's everybody's water.**

Bubber: **No, don't make my water dirty or I'll eat you.**

The lion roared and Abu started crying. Suddenly a man appeared with a gun and he fired. The lion ran back for his life and Abu drank the cold water and thanked the man.

Abu: Sir, thank you so much, you saved my life.

Task 4: **True ✓ or False ✗**

_______ **Abu was drinking water from pond.**

_______ **Bubber was kind to Abu.**

_______ **Abu was thirsty.**

_______**A man with a gun saved the life of Abu.**

_______ **The lion hid himself behind a tree.**

Lesson Plan
(English)

Level: 5

Term: 1

Week: 3

Communication	**Reading**	**Writing**	**Assessment**
• Same or Different (**Sound of – i, e,a**) • Making Wish! **(Poem**)	• Text **"Pottery Making "** • Rd. Aloud, Study Skill	• Sentences and Clauses	×

Level: 5
Term: 1 **Lesson Plan** **Communication**
Week: 3
Day: 1

1. Objectives: The learners will be able to:
- Focus on difference in the vowel sound

2. Function: learning the sounds and spelling

3. Activity: Listening Exercise (**Same or different**)

4. Material: Worksheet

5. Procedure

a. - Explain the difference in the vowel sound.
- Write examples on the board with –**ea**—long sound words and –**i** – short sound words.

(seat --- Sit)

b. Worksheet

Task 1:
Say the pair of words properly and ask your student to hear the difference in the vowel sound and repeat after you.

Task 2: (Same or different)
Read some pairs of words from the list. After each pair of words, students indicate and say whether it is "same" or '' different

e.g.: **Tr. :**	**SS:**
sit, knit	same
sit, set	different

Task 3: You say one word from the list and the students say the word which has a contrasting sound,

e.g. You say "ship"
Ss say "sheap"

Task 4: You read one sentence at a time from the worksheet. Students first listen and then repeat the sentences. Ask them to put a circle around the short sound words and a square around long sound words.

6. Follow Up:

'Make a list of the pairs with contrasting sound'

7. Free writing. .... 5 Min

Level: 5 Term: 1 Week: 3 Day: 1	Worksheet	Communi

Task 1: Listen to your teachers and try to hear the difference in the vowel sound.

ea	*i*	*ea*	*i*
seat	sit	sheep	ship
neat	knit	leave	live
we'll	will	peak	pick
he'll	hill	deep	dip
peel	pill	heat	hit

Task 2: Listen to your teacher and point out whether she is saying the ***same*** sound words or ***different*** sound words.

You will say "same or different".

Task 4: Repeat the following sentences and draw a circle around the short sound words and a square around the long sound words.

1. Come sit on this seat and keep me company.
2. The ship carried a cargo of sheep from New Zealand to Australia.
3. These shoes don't fit my feet anymore
4. I still think that suspicious-looking guy is going to steal something.
5. He thinks it's easy to take care of children, but it's not.
6. The cat licked up all the milk that had leaked out of the carton.
7. If I spend too much time at the beach, my skin begins to itch.
8. We went for a dip in the deep pool of green water.

Level: 5 Term: 1 Week: 3 Day: 2	Lesson Plan	Communication

1. Objectives: The learners will be able to:
- Produce the rhyming lines
- Understand to write wish sentence using **if** ……

2. Function: Writing wish sentences

3. Activity: Poem, Reading and Writing

4. Material: Worksheet

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5. Procedure:

a. - Ask if they have the concept of wish and can make wish sentences.
- Explain, that;

"Wish sentences begin with if and end at the mark of Exclamation !"

- Highlight the mark of Exclamation (!) as a speech mark and a part of punctuation.

b. Worksheet (Page 1)

Task 1: Reading Aloud and Reading silently.

Task 2:

Ask them to work in pairs or groups and discuss each line before writing. Take oral feedback before asking them to write.

If time is left, give them some more ideas of words on the board to write the rhyming lines.

Follow Up:

Repeat step - **C**

Level: 5 Term: 1 Week: 3 Day: 2	Worksheet	Date

Task 1: Read the poem.

If I were a prince
I'd says
Give my socks a rinse!

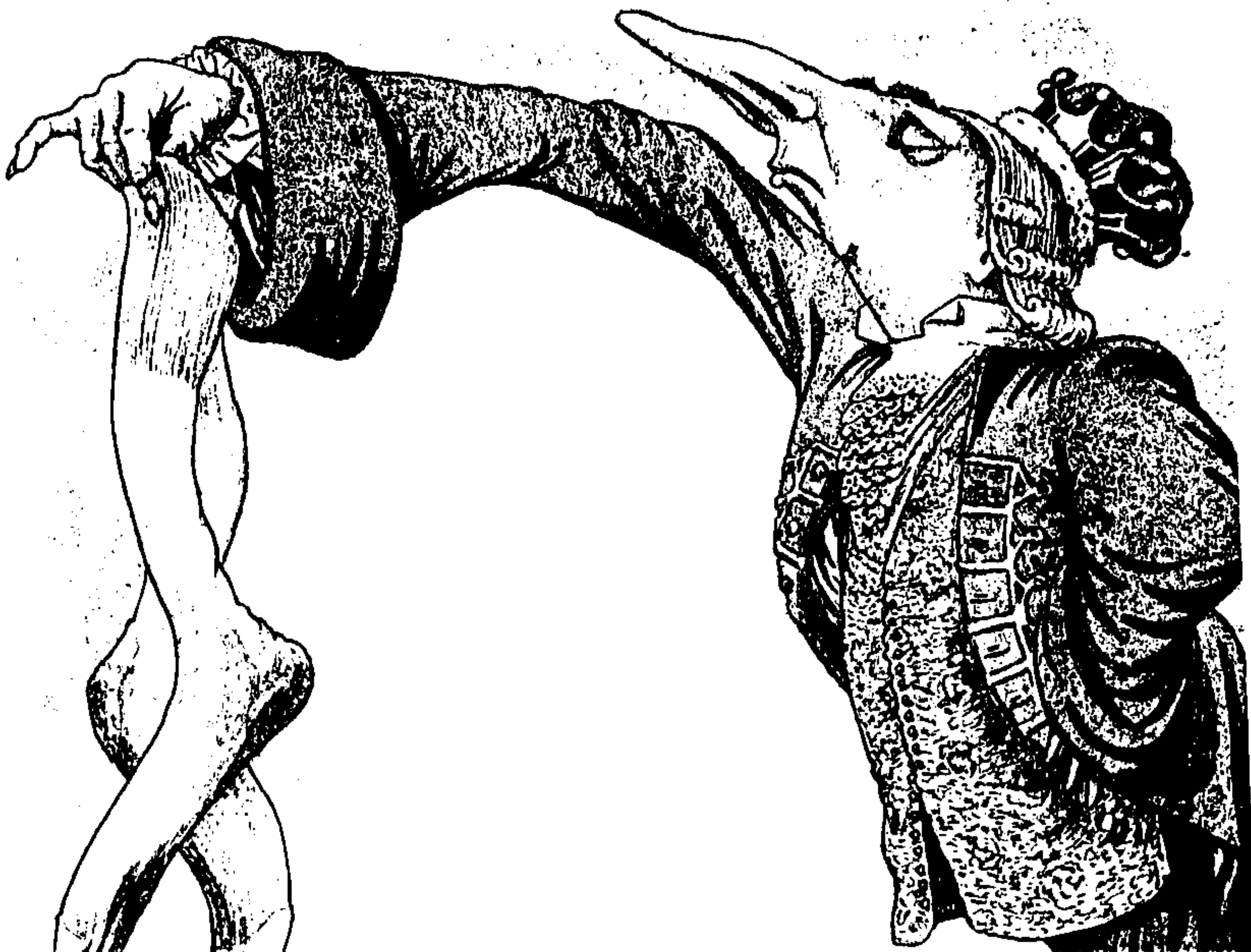
If I were a Queen
I'd say
Where have you been!

If I were a king
I'd say
Kiss my ring!

But as captain on a ship
I'd say
Welcome on my ship!

(Spike Milligan)

Task2: Write some verses which rhyme with the following.

- If I were a mouse
  I'd say
  ______________________________!
- If I were a cat
  I'd say
  ______________________________!
- If I were a tree
  I'd say
  ______________________________!
- If I were a star
  I'd say
  ______________________________!
- If I were a moon
  I'd say
  ______________________________!

Level: 5
Term: 1
Week: 3
Day: 3

Lesson plan **Reading**

1. **Objectives:** The learners will be able to:
   - Read the text with comprehension
   - Develop vocabulary
2. **Skill:** Reading comprehension (Reading silently)
3. **Topic:** **Pottery making**
4. **Material:** Text Page (**Pottery making**), Worksheet (2 pages)

5. Procedure:

a. Discuss the professions and jobs, which are common in our villages and small towns. Talk about **pottery making** and **the pots**.

b. Text Page

Talk about the pictures. Ask them to count the lines. Ask the following.

1. **In line No.3, find the name of Aunt Sakina.**
2. **What is the number of line where, "my cousin Zeenat" is written?**
3. **In which line the word <u>Kiln</u> is written?**
4. **Which line has the word donkey?**

c. Worksheet

Task 1: **Skimming** ***(Fast Reading)***

Task 2: **Scanning**

Task 3: **Process of Pottery Making**

Task 4: **Information Gap**

Task 5: **Reference**

6. Follow Up:

Write the steps of Pottery Making

Level: 5 Term: 1 Week: 3 Day: 3	**Text Page**

Pottery Making

My aunt Sadori and uncle Jumman are potters. One day, I went to visit them.

Aunty Sadori was shaping a pot on the wheel. She pushed the wheel. It went round and round. While the wheel was moving around she shaped
5 the pot with both hands. How smooth and lovely was her movement.

Some pots were drying outside in the sun. My cousin Sara was sitting under the neem tree nearby. She was making patterns on a bowl with a pointed bone.

She said 'Hello Raja, I'll come and play with you in a while. I have to
10 make the pattern before this bowl is dry.'

My cousin Saleh said 'I want to play with you also. But I must finish colouring the *Naad* first.'

Uncle Jumman said, 'Okay, I'll take Raja to see our kiln in the meantime.'

The kiln was outside. It was about eight feet high and twenty feet wide. A little smoke was coming out from the kiln.

Uncle Jumman said, 'Raja, do not go too near. The kiln is very hot.'

I said, 'What's inside?'

Uncle Jumman replied, 'The pots are baking inside. They'll bake for three days. Then we'll take them to the market.'

We were standing near the kiln when I saw Alam. He was coming towards us with his donkeys.

I asked Uncle Jumman, 'What is Alam bringing?'

He said, 'Alam is bringing some clay. Tomorrow I'll make some paste with the clay and then your Aunty can make some toys.

Level: 5 **Term: 1** **Week: 3** **Day: 3**	**Worksheet**	**Date**

Task 1: **Read the text and underline all the words beginning with capital letters and also count them.**
e.g.* in line # 1, *My, Sakina, Jamal, One and I, begin with capital letters.

Task 2: **Read the text and match column A with B.**

A	B
Afzal	**was making patterns with the pointed brush.**
Aunt Sakina	**went to visit his aunt and uncle.**
Zeenat	**was coming with the donkey.**
Saleh	**was painting a bowl.**
Alam	**was shaping a pot on the potters' wheel.**

Task 3: **Complete the sentences to show how Uncle Jamal and his family made pottery.**

First Alam brought some clay on the donkey cart.

Then Uncle Jamal make some....................................

Next Aunt Sakina shaped the ....

After that she put the pots in the ....

And then Zeenat made some ....

The Saleh coloured ....

Finally, Uncle put...

Task 4: **What things are needed to do the following?**

To bring clay you need a donkey cart.

1. **To make the paste** ______________________________
2. **To shape the pots** ______________________________
3. **To draw patterns** ______________________________
4. **To bake the pots** ______________________________
5. **To make the patterns look colourful** _______________

Task 5: **What do the following words refer to in the text?**

In line 3 , 'She' refers to Aunt Sakina

In line 4 , *she* refers to ______

In line 6 , *My* refers to ______

In line 9 , *She* refers to ______

In line 11 , *You* refers to ______

In line 15 , *it* refers to ______

In line 20 , *We* refers to ______

In line 24 , *He* refers to ______

Level: 5 Term: 1 Week: 3 Day: 4	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
a. read with fluency and correct pronunciation.
b. focus on verbs of 1st and 2nd form.

2. Skill: a. Reading Aloud. b. Language game.

3. Topic: Pottery Making

4. Material: Text Page of Previous Lesson, Flash Cards

5. Procedure:

a. Reading Aloud **(20 Mins.)**
Follow the suggested procedure. See orientation pages, given at the back

b. A Language Game **(20 Mins.)**
Explain to your students that ....
Some words *add* only – ed – when we talk of past events. They are REGULAR VERBS
Some words *change* when new talk to past events. They are called IRREGULAR VERBS

c. Procedure

1. Make flash card papers in the size of 2 x 2 or you can ask them to bring empty boxes of biscuits or other. Ask them to copy the verbs from the text on the card papers. Each verb will be written on two cards- 1st form of the verb as present and the 2nd form of the same verb as past. They will take all verbs- regular and irregular both.

2. Take the cards from the students and mix them up. Then distribute the cards randomly among them.

3. Now ask them to find their pairs and then sit together.
   e.g. **Do** card holder will sit with **Did** card holder

4. When all pairs are set, then ask those pairs who have regular verbs and sit in a group and thus the irregular verbs sit in the next group.

5. Each pair stands up and reads their cards allowed one by one.

6. Follow Up:

Write four regular verbs and four irregular verbs and also their past forms.

Level: 5 **Term: 1** **Week: 3** **Day: 5**	**Lesson Plan**	**Wr.**

1. Objectives: The learners will be able to:
- understand the difference between main sentence and clause.
- join the clause with main sentences

2. Function Making longer sentences

3. Activity: Sentence combining

4. Material: Worksheet

5. Procedure:

a. Write the following on a chart paper using two colours, and display the chart on the board.

> **A sentence is a group of words that makes sense on its own. It always contains a verb.**
>
> **A clause is a separate part of a sentence, which joins with the main sentence with the following words.**

Write examples on the board. Use two colours for the main sentence and the clause. Explain the difference between the main sentences and the clause.

- I saw a man in the street **(who was wearing glasses.)**
- This is the book **(that / which has a lot of information.)**
- There is a small house **(where Ahsan lives.)**

Worksheet (Pair / Group Work)

Task 1
Task 2
Task 3

Peer checking and feedback

ollow Up:

Repeat any one of the task from the worksheet.

Level: 5 Term: 1 Week: 3 Day: 5	Worksheet	Writing

Task 1: Separate the clause from the main sentence and write it below.

1. Razi wrote the letter, which arrived this morning.
   Razi wrote the letter.
   He arrived this morning.

2. There is a.park where we play football every day.

   ____

   ____

3. Naseem has a cat who is black and white.

   ____

   ____

4. Look at the pictures that are on page # 6.

   ____

   ____

Task 2: Read the sentences. Take out the main sentences and write them below.

1. Ilyas, who was hiding behind the tree, caught by Ali.

   ____

2. I know the place where Kashif lives.

   ____

3. The car that his father has bought last month, had been stolen.

   ____

4. The book that I like to buy, has been sold out.

____

k 3: Combine these pair of sentences using the following words.

who, which where, that

1. Ayesha is my friend.
   She live in the house.

   ____

2. I saw a lady.
   She works in this hospital.

   ____

3. There's the house.
   My uncle lives in it.

   ____

4. The cat ate meat.
   She was asleep on the carpet.

   ____

5. Karachi is a big city.
   It has got a big harbour.

   ____

6. Saif was watching a cartoon movie.
   I like that movie very much.

   ____

Lesson Plan
(English)

Level: 5

Term: 1

Week: 4

Communication	**Reading**	**Writing**	**Assessment**
• Same Sounds, Different Spellings • Describing what people do at work	• Extensive Reading	• Paragraph Writing (Zoo)	✔

Level: 5 Term: 1 Week: 4 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - Focus on words with the same sound and different in spelling
2. **Function:** Learning the sound and spelling of the words
3. **Activity:** Word Activity
4. **Material:** Worksheet **(Sound Like........)** (2 pages)

5. Procedure:

a. Write the following on the board and give examples. Take help from students in taking examples.

> **There are words that sound the same but are different in spellings and meanings.**
> **(there ....their)**

b. Worksheet

Discuss each task one by one. Take oral feedback and then ask them to do. They should work in pairs or groups.

Task 1:	**Complete the sentences**
Task 2:	**Write sentences**
Task 3:	**Complete the sentences**
Task 4:	**Correct the spelling**

6. Follow Up:

Choose any task from the worksheet.

7. Free writing. .... 5 Min

Level: 5 Term: 1 Week: 4 Day: 1	Worksheet	Communic

Task 1: Look at these pair of words.

There (*place*)	their (*belongs to*)	*Their* tent s over *there.*
Here (*place*)	hear (*sound*)	You can *hear* the noise from *here.*
Where (*place*)	wear (*put on*)	*Where* is that hat I want to *wear.*

Task 2: Write sentences of your own using the following words.

here ; ______________________________

hear ; ______________________________

where ; ______________________________

wear ; ______________________________

there ; ______________________________

their; ______________________________

Task 3: Look at these words.

' to ' *Is a short word that sounds short when you say it.*	' two ' *is the number 2*	' too ' *is tooooo much*

Complete these sentences using the appropriate word. (to / two / too)

- There are ___________many apples __________fit into just ___________bags.
- Take these __________lemons back ___________the shop because they are _____________ hard.

Task 4: Read at this joke carefully.

There / ~~Their~~ were to policemen walking along Brook Street at night. They saw a man crawling on the ground. He was two busy to notice them.

"Hello!" they cried loud.

"No need to shout", Said the man, "I can here you".

"Have you lost something?" asked the policemen.

"Yes," said the man, "The gold ring I where on my little finger dropped off in Silver Street".

The policemen scratched there heads. "Wear did you drop it"? They asked, "In silver street," the man said.
"So why are you looking for it in Brook Street"? the policemen said.
"Because there is more light hear" replied the man.

Task: Cross out the wrong spellings and rewrite the paragraph with correct spellings. One has been done for you.

____

____

____

____

____

____

____

____

____

Level: 5 **Term: 1** **Week: 4** **Day: 2**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- talk about profession
- describe a person's profession

2. Function: Describing what people do at work

3. Activity: Dialogue Practice

4. Material: Class board

5. Procedure

a. Write the following words on the board and ask from your students to guess the topic of today's lesson.

Cap, uniform, bag, wrist watch, boots

b. Prepare them for dialogue exchanges.

c. Write the situation and the dialogue on the board.

Grandmother in the hospital

(*Iqbal and his sister went to see their grandmother in hospital*)

Iqbal:	**Yasmin, who is that lady?**
Yasmin:	**O, that one, she is a nurse.**
Iqbal:	**How do you know?**
Yasmin:	**She is giving medicine to our grandmother and wearing a white dress.**
Iqbal:	**Yes, I think you're right.**

alogue Practice

llow the procedure as suggested in the orientation pages.

- Between teacher and the students.
- Between SS and SS.

rther Practice

Pilot **Flying an areoplane**	**Farmer** **Driving a tractor**
Barber **Cutting hair**	**Policeman** **Directing traffic**

If times allows, you can add more situation

llow up:

Take any profession and write dialogue

Level: 5 Term: 1 Week: 4 Day: 3	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - develop love for reading
   - enjoy reading
2. **Skill:** Extensive Reading
3. **Topic:** None
4. **Material:** Story Books or Reading Material

---

5. **Procedure:**

Reading for pleasure

- Select some reading material or story books before the period begins.

- Follow the procedure as suggested. ***(See orientation page, given at the back)***

- For the feedback ask them to stop reading when ten minutes are left in the period. Take the feedback orally.

Free Writing _______ 5 Mins.

Level: 5 Term: 1 Week: 4 Day: 4	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- write paragraph on the topic 'Zoo'

2. Function: Composing ideas and writing them in logical order.

3. Activity: Narrating and Describing

4. Material: Worksheet (**Zoo**)

5. Procedure:

a. -Talk about holidays and vocation and where they like to go if they are not going out of station.
- Ask them to think about a place wherewhen they find variety of animals.

b. Announcement of topic
- Write the following sentences on the board

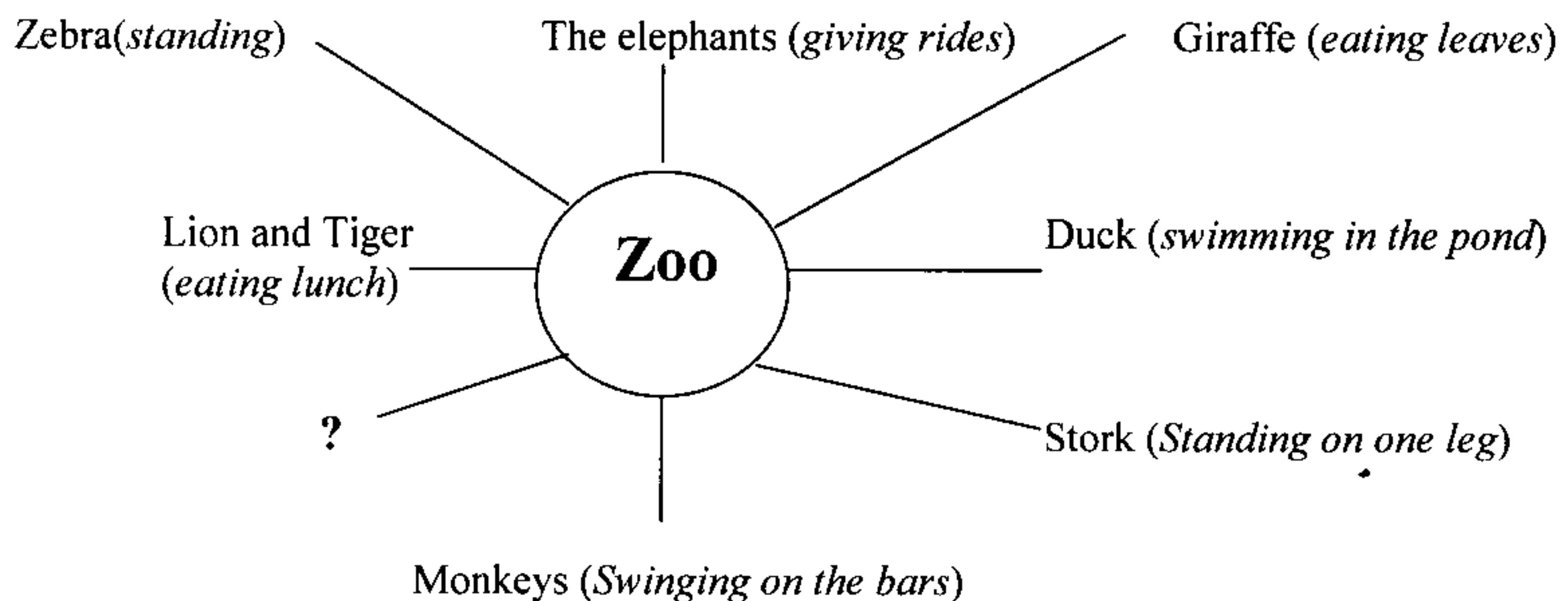
' We saw many birds and animals in the Zoo '

- Take oral responses. Ask them to think what they would like to see in the zoo.

c. Brain Storming
- Draw a circle on the board and write the topic "Zoo" in it.
- Discuss each point given at the web and write on the board.
- They can add some more if they like.

d. Writing

Make them sit in groups and write. They should take start with the topic sentence, written at the board and add more sentences under each heading.

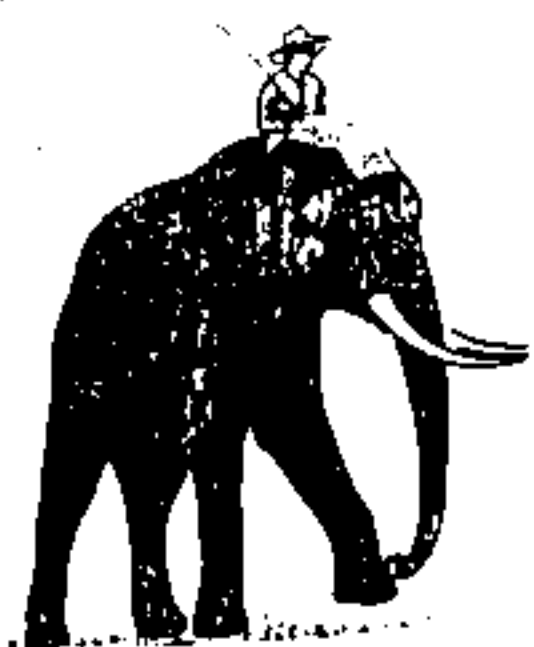
Can u think of what you would see in the zoo?

e. **Oral feedback.**

f. After rewriting the paragraph, ask them to draw a map of the zoo, they have just seen in their imagination

6. Follow up: Repeat step ---- **d**.

Level: 5 Term: 1 Week: 4 Day: 4	Worksheet	Date

Task: **Start writing.**

Last Sunday we saw many birds and animals in the zoo.

Level: 5	
Term: 1	Assessment
Week: 4	
Day: 6	

Task 1: **Choose the right word for the gaps.** **(2)**

- ____________ are __________ many books ____________
  (Their, There) (two, too) (to, two)

  fit into this bag.

- Can you ______________ the noise?
  (here, hear)

Task 2: **Complete the verses with the rhyming words.** **(2)**

If a were a cat
I'd say

____

If a were a cloud
I'd say

____

Task 3: **a. Separate the main sentences from the clause and write below.** **(2)**

Irfan, who was playing with a ball, got injured.

Main sentence; ________________________

Clause: ________________________

b. Combine these sentences.

- **I know a lady.**
- **She works in an office.**

____

Task 4. **Read the text and do the task given below.**

Pottery Making is an art but many people do it as a profession. It is very common in our villages because villagers like to use clay pots in their daily life.

Potters shape the pot on the potter's wheel. They push the wheel to go round and round. While the wheel moves round, the pots are shaped with the hands. The pots are dried outsic the sun and are painted with colours.

Task 1: **Write the steps of pottery making in the boxes.**

Lesson Plan
(English)

Level: 5

Term: 4

Week: 5

Communication	**Reading**	**Writing**	**Assessment**
• Spelling Games (**Same sound, Different spelling**) • Listen and Draw (**Preposition**)	• Text "**Zohra, A true story**" • Rd. Aloud, Vocabulary	• No Article	

Level: 5 Term: 1 Week: 5 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - learn spellings with the help of sounds.
   - focus on same sound with different spellings, **(ea / ee)**
2. **Function:** Learning spellings.
3. **Activity:** Word games.
4. **Material:** Worksheet **(Spelling games)**

5. Procedure:

a. **Explain that;**

"Sometimes words have the same sound but spellings are different."

e.g.......Sea / See

b. **Worksheet**

- The tasks given in the worksheet are spelling games, which can help students to concentrate on the difficult parts of words.
- Explain each task properly. First do it orally with them.
- Each task should follow peer checking and feedback.

Task 1. Complete the rhymes.

Task 2. Make the little words out of the big one.

Task 3. Complete these rhymes.

Task 4. Make short words from these long ones.

Task 5. Fill in the gaps in rhymes.

6. **Follow up:**

Repeat any task of the worksheet.

7. Free writing. .... 5 Min

Level: 5
Term: 1 **Lesson Plan** **Communication**
Week: 5
Day: 1

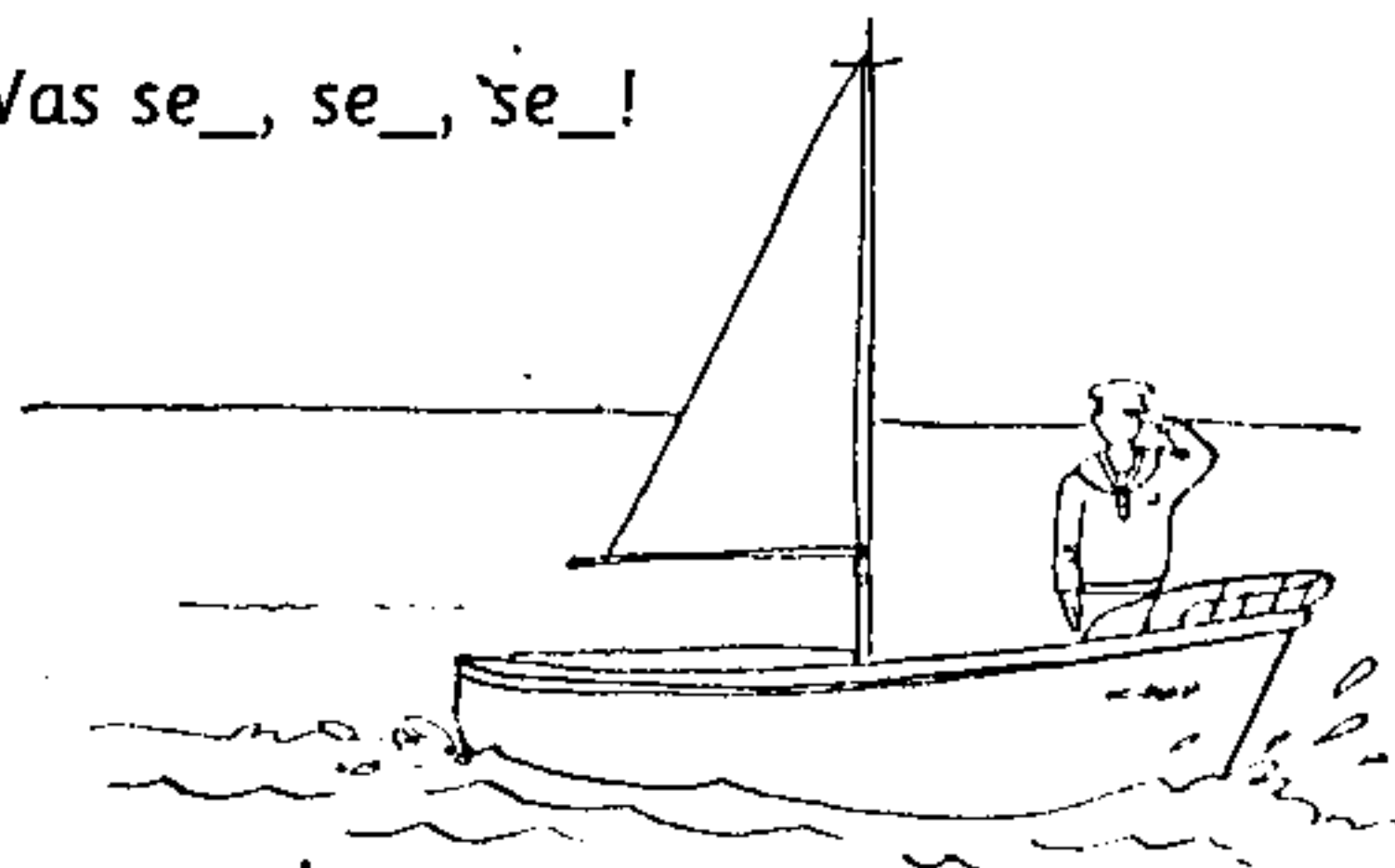
Spelling games

Spelling games can help you to concentrate on the difficult parts of words.

Sea or see?

1. Complete these rhymes.

Granfa Grigg
Had a pig
In a f_ _ld of clover.
Piggy d_ _d,
Granfa cr_ _d,
And all the fun was over.

A sailor went to se_
To se_ what he could se_
And all that he could se_
Was se_, se_, se_!

2. Make little words out of big ones.

v e g e t a b l e
g e t
t a b
t a b l e
a b l e

t e a c h e r
t _ _
t _ _ _ _
e _ _ _
h _
h _ _

f i s h e r m a n
f _ _ _
f _ _ _ _ _
s _ _
h _
h _ _
m _ _
a _

m a n u f a c t u r i n g
m _ _
a _
f_ _ _
a _ _
r _ _ _

3. Complete these rhymes.

I scr_ _m,
You scr_ _m,
We all scr_ _m
For ice-cr_ _m!

God made the bees,
Bees make hon_ _,
We do the work
But the t_ _chers get the mon_ _.

4. Make short words from these long ones.

photographer

therefore

independent

whatever

5. Fill the gaps in this rhyme.

On Sat_rday night I lost my wife
And w_ere do you think I f_ _nd her?
Up in the m_ _n
Singing a t_n_,
With all the stars ar_ _nd her!

Level: 5 Term: 1 Week: 5 Day: 2	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - listen and follow
   - focus on preposition and prepositional pharases.
2. **Function:** Learning the directions
3. **Activity:** Listen and Draw
4. **Material:** Worksheet **(Fixing up the kitchen)**

---

5. Procedure:

a. Prepare the class for drawing

b. Write the following prepositions on the board and check if they are clear about them

> **against, in front of, on the left , on the right**
> **next to, between, on the right, in the corner**
> **in the middle of,**

c. Worksheet

- Read each description properly and ask them to draw at the worksheet
- Explain the task. Ask them to work in pairs

Listening Text

1. **The dryer is against the wall opposite the living room door.**
2. **The sink is in front of the window.**
3. **The bin is on the left of the living room door.**
4. **The cooker is next to the bin, against the wall.**
5. **The washing machine is between the cooker and the sink.**
6. **The fridge is on the right of the dryer.**
7. **The broom cupboard is in the corner near the fridge.**
8. **The table and chairs are in the middle of the room.**
9. **The mat is in front of the sink.**
10. **The food cupboard is against the wall opposite the washing machine.**
11. **The vegetable rack is between the dryer and the food cupboard.**
12. **The waste paper basket is in the corner on the right of the living room door.**

d. Feedback

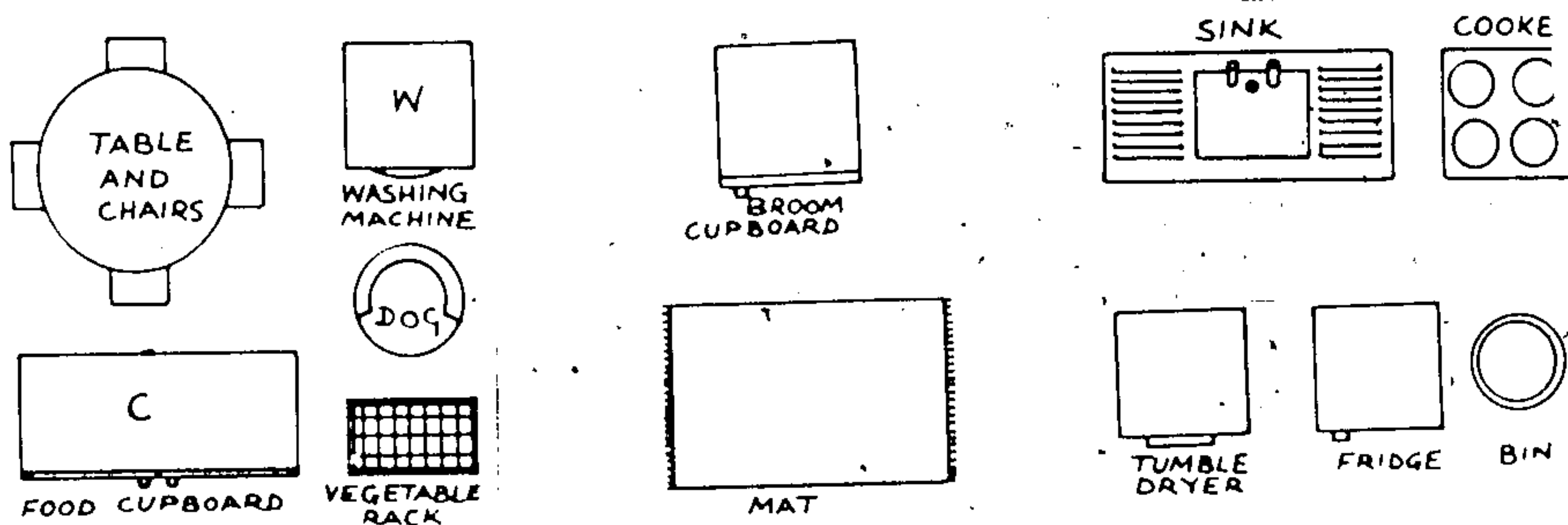
- Ask them to compare their work with their partners.
- Ask similar question to practise the use of **preposition.**

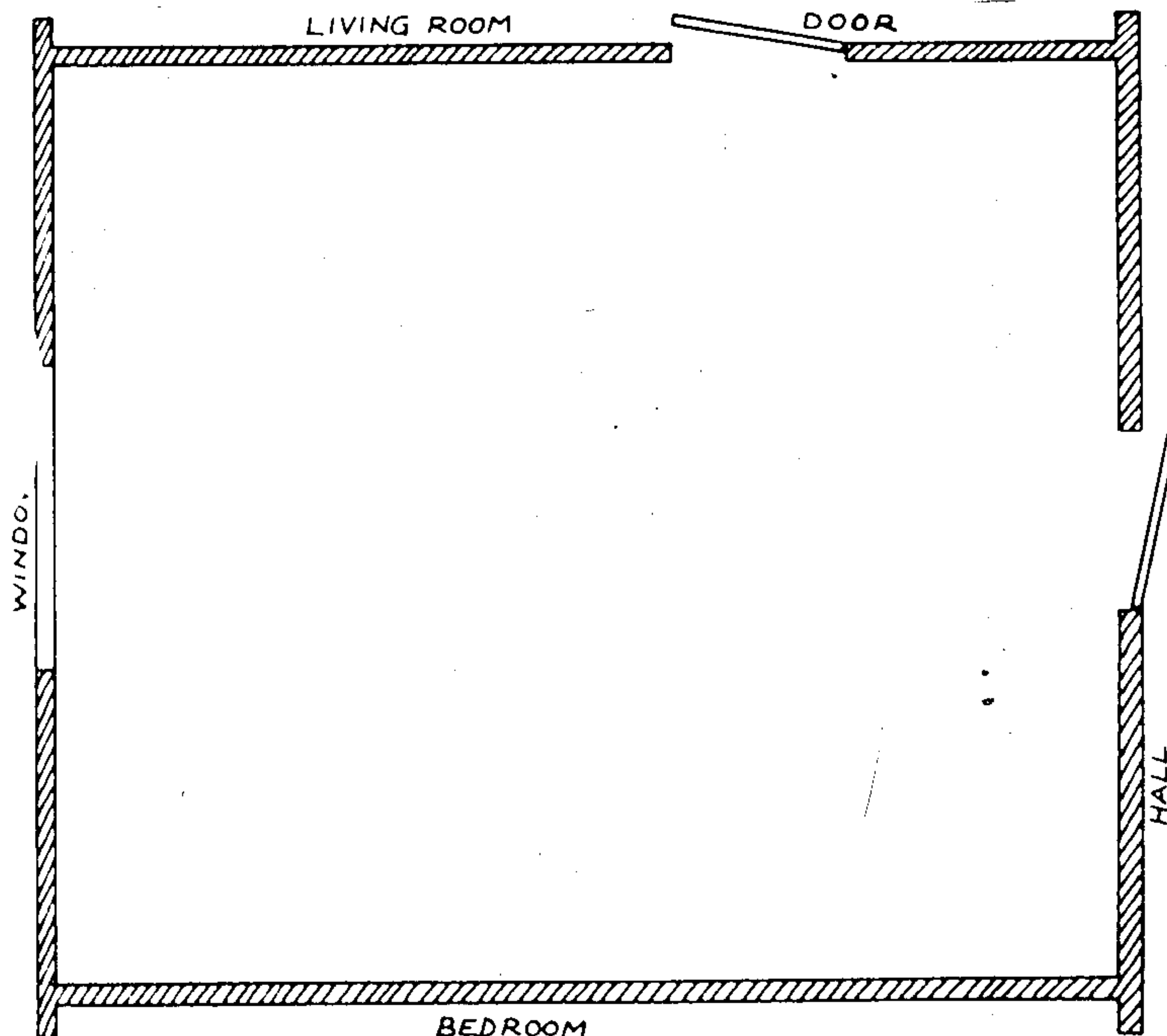
e.g. **1. Where is the dryer?**
2. Is the dryer near the wall?

6. Follow Up:

Draw the sketch of your mother's kitchen

Level: 5		
Term: 1	Worksheet	Communication
Week: 5		
Day: 2		

FIXING UP THE KITCHEN

What to do

Draw or trace the plan of the kitchen.
Put all the things in their right place on your plan.

LIVING ROOM

DOOR

WINDO.

HALL

BEDROOM

Level: 5 **Term: 1** **Week: 5** **Day: 3**	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - to read with understanding
   - to develop vocabulary
2. **Skill:** Reading Comprehension (Silently)
3. **Topic:** Zohra: A True Story
4. **Material:** Text Page(**Zohra: A True Story**), Worksheet

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5. Procedure

a. General discussion and questions.

1. **Do you want to study more?**
2. **How many of you want to study in high school?**
3. **How many want to study in college?**
4. **Why do you want to study more?**

b. Topic and the text page

c. **Worksheets (Pair Work / Group Work)**

Task 1:	**Skimming (Fast Reading)**
Task 2:	**Vocabulary**
Task 3:	**Reference**
Task 4:	**Comprehension**

6. Follow Up:

Write few lines about Zohra

Level: 5		
Term: 1	Text Page	Date
Week: 5		
Day: 3		

Zohra: A true story

This is a true story of a little girl called Zohra. She wants to be a teacher when she grew up.

Zohra was born in a small village near Bannu. When she was five years old she started going to school with her brother Mateen. She loved her
5 school. She learnt to read and write. Her books told her about the sun, its light and heat. She also learnt about many insects, butterflies, birds and animals. She wanted to read more and more.

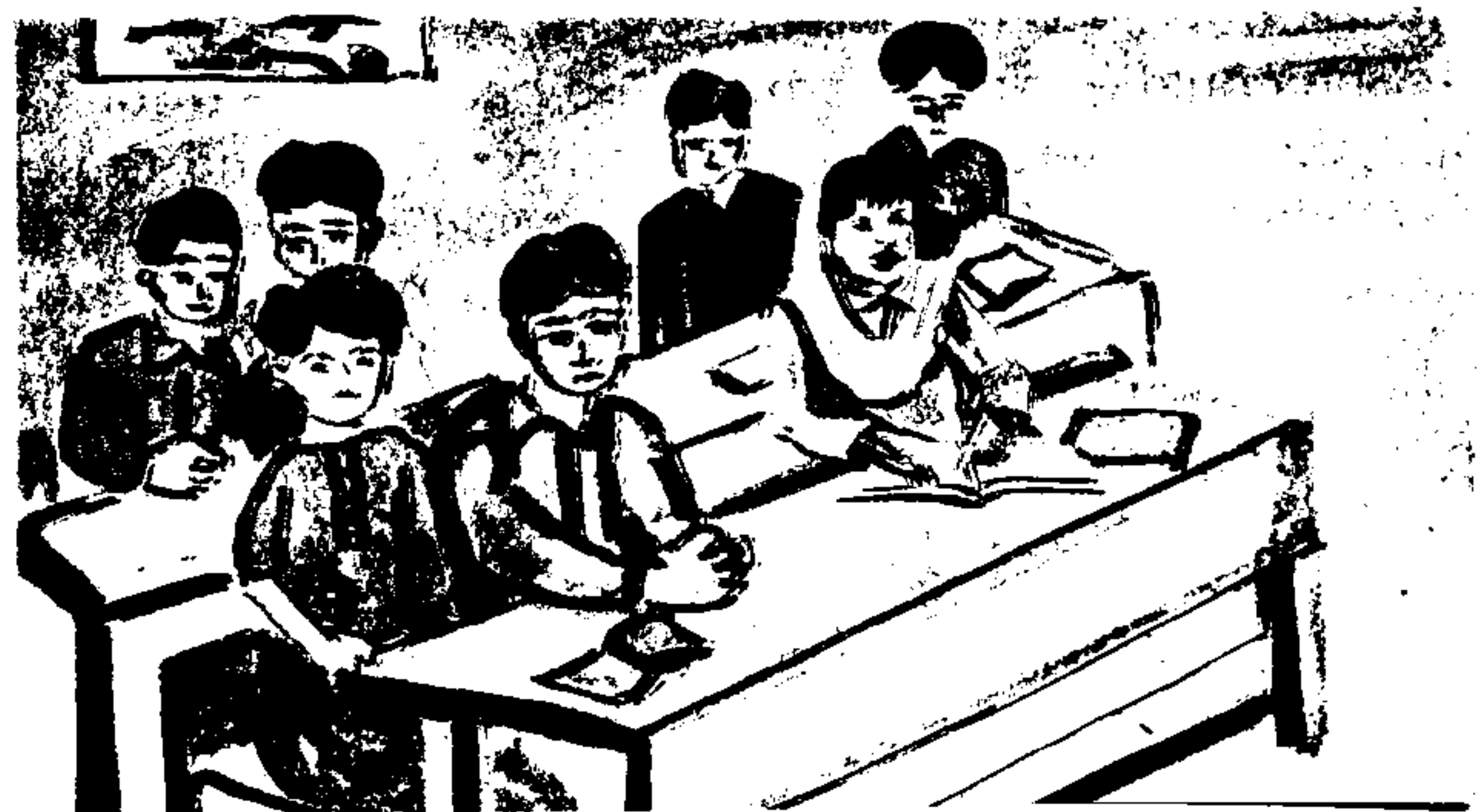
One day, her teacher told her about Hazrat Rufaida and Florance Nightingale. Zohra said, "I want to be like them. I want to help
10 people." Zohra worked hard. She stood first in class 5. Her small village had only a primary school. After class 5 all the boys went to the Boys Middle School in the nearby village. Zohra said to her mother, "I want to go to the Middle school, too. I want to study more".

Zohra's father and mother went to Middle School, and said to the
15 headmaster, "Zohra is good at her studies. Please, let her study in your school". A headmaster was a kind man. He said, "All right, Zohra can come with Mateen and study in the school". So Zohra was very happy. Every day she walked 2 miles with her brother to go to middle school.

The villagers did not like Zohra going to the boys' school. They said, "
20 Zohra must stay at home with her mother". But Zohra's mother and father replied. "No! she will go to school. She wants to be a teacher".

The villagers were angry. They said, "She must not cross our village streets. Because when our daughters will see her, they will also want to go to school."

25 Poor Zohra and Mateen! Now they had to take longer route to the Middle School. They had to walk four hours to school to avoid the angry villagers. Zohra worked very hard now. She was alone in the boys' school. She could not play games. She had no one to talk to, but in the class she was very good.

30 Her teachers were kind to her. Year after year she studied and passed the Middle Standard Examination in grade A. She continued her studies in a High School and then in a college in the town. Now Zohra has finished studying in a college. She will become a teacher now.

Level: 5 Term: 1 Week: 5 Day: 3	Worksheet	Date

Task 1: Read the story and circle the names of all the people and plac mentioned in the text.

Task 2: Read the text and tick the correct meaning of the words given below.

1. In line 22 <u>cross</u> means: go round, go through, pass
2. In line 25 <u>route</u> means: way, place, time
3. In line 27 <u>alone</u> means: sad, lonely or without friends

sk 3: What do the following words refer to in the text?

1. In line 4, <u>her</u> refers to ....
2. In line 7, <u>She</u> refers to ....
3. In line 15, <u>your</u> refers to ....
4. In line 16, <u>a kind man</u> refers to ....
6. In line 25, <u>They</u> refers to ....
7. In line 30, <u>her</u> refers to ....
8. In line 27, <u>she</u> refers to ....

Task 4: **Read the text and re-write these sentences with the correct information.**

Examples: Zohra wants to be an engineer. (Incorrect)
Zohra wants to be a teacher. (Correct)

1. **She was born in a big town.**

   ____

2. **She started going to school when she was seven.**

   ____

3. **She didn't like her school.**

   ____

4. **One day her teacher told her about Fatimah Jinnah and Razia Sultana.**

   ____

5. **Zohra said, I want to be like them. I want to rule my people.**

   ____

6. **Zohra did not work hard in her school but her mother wanted her to go to Middle School.**

   ____

7. **The headmaster said, "Zohra is not good at her studies but she can come to school with her brother."**

   ____

8. **The villagers were very happy. They wanted to send their daughters to school also.**

   ____

9. **Zohra and her bother walked six kilometers to go to school every day.**

   ____

10. **Zohra did not study hard in the school so now she sits at home.**

   ____

Level: 5 Term: 1 Week: 5 Day: 4	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
a. to read with fluency
b. learn the dictionary skill.

2. Skill: a. Reading Aloud. b. Study skill.

3. Topic: A True Story

4. Material: Text page of the previous lesson, Worksheets.

---

5. Procedure

a. Reading Aloud **(20 Mins.)**

- Follow the suggested procedure.

- Divide the class in groups and ask them to retell the story

b. Study Skill (Goat) **(20 Mins.)**

Task 1. Word making.
(*goat , go, at, tag, to, oat, as, got, a, sat, ago*)

Task 2. Alphabetical order.

Task 3. Sentence making.

Level: 5 Term: 1 Week: 5 Day: 4	Worksheet	Date

Study Skill

Task 1: **Vocabulary:**
Make as many words as you can out of the following word.

Goat

____

____

Task 2: **Dictionary skills:**
Put the words in alphabetical order. You may sometimes need to look at the second or the third letter as well.

____

____

Task 3: Use the above words in sentences of your own.

1. I go to school every day.

____

____

____

____

Level: 5 Term: 1 Week: 5 Day: 5	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- learn the use of no article.

2. Function: Writing accurately

3. Activity: Exercises

4. Material: Worksheet (2 pages), chart

5. Procedure:

a. - Prepare a chart with the following (use two colours) Display the chart on the boar
- Explain the proper use of definite article --- **the.**
- Write few examples on the board.

We do not use the definite article* the *when we talk about things in general.

Things in general	**Definite things**
Cats are my favourite pets.	**The cats are in the garden.**
Anny loves music.	**The music is very loud.**

b. Worksheet (Pair Work)

Task 1

Task 2

Task 3

Explain each task properly. Ask them to do one take at a time. They should move the next task after peer checking and feedback

6. Follow Up

Repeat Task 3

Level: 5		
Term: 1	Work Sheet	Writing
Week: 5		
Day: 5		

No Article

Task 1: Match a line in 'A', with a line in 'B' and a line in 'C'.

A	B	C
Cats	live	uniform.
Policemen	look after	cars.
Mechanics	write	teeth.
Children	wear	for newspaper
Word Processor	eat	in Africa.
Dentist	go	fish.
Journalists	mend	expensive.
Elephants	are	to school.

Copy the sentences from the box.

____

____

____

____

____

____

____

____

Task 2: **Each sentence has a mistake. Find it and correct it.**
Example

Jameel is on the holiday……Jameel is on holiday.
I am teacher…………………I am a teacher.

a. **Her name's Anny. She's doctor.**

____

b. **She has the flat in London.**

____

c. **I go to the work by car.**

____

d. **We have the dinner at eight o'clock in the evening.**

____

e. **Adil always stays in the bed late on Sunday morning.**

____

Task 3: **Put ….a,…. the,…. or,….. nothing (✕) into the gaps.**

a. ___________ **English is easy.**

b. __________**students in this class aren't lazy; they work hard.**

c. **Please, have** ____________**lunch with us.**

d. **What time do you go to** __________**school?**

e. **Can I have** ____________**cheese sandwich, please?**

f. **What do you do in** __________**evening?**

Lesson Plan
(English)

Level: 5

Term: 1

Week: 6

Communication	Reading	Writing	Assessment
• Sounds and their Impressions • Describing people	• Text **'A sad story of my Peacock'**	• Abbreviation **(Getting Shorter)**	✔

Level: 5 Term: 1 Week: 6 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- focus on sounds and their impression
- focus on poems that have no rhyming lines

2. Function: Understanding the sound impressions

3. Activity: Tasks on Poem

4. Material: Worksheets (**Drip drip splash splosh**) **(2 Pages)**

5. Procedure:

a.

Prepare your class that they are going to read a poem about getting up in the morning. But the poem does not have rhyming lines, but it has some sounds which describe impressions

b. Worksheet (Pair / Group Work)

Task 1 : Poem Reading

Task 2: Task on poem

6. Follow up : Repeat any two tasks from the worksheet.

7. Free writing. .... 5 Min

Level: 5 Term: 1 Week: 6 Day: 1	Worksheet (1)	Communication

Drip drip splash splosh off the School

I wake up
Owwwwwww.

Toss the overs off my bed
Fo-lop

Have a wash
Drip, drip, splash, splosh.

Thurrrrrrr
Goes the kettle

I eat my breakfast
Snap, crackle, pop, crunch, slurp, crunch
The marmalade runs down my chin

Helpless
Outside the wind howls like a ghost

Bump, bump,
Goes the rain on the caravan roof.

Dad goes off to work
Brummmmmmm.

Mum does her dusting
Tissss, rub, rub

And me, poor me,
I have to go to school.
Yuk!

Task 2. Complete the sentences.

- O wwww is a sound of ……………………
- Fo-lop is a sound of ……………………
- Drip drip is a sound of ……………………
- Splash splosh is a sound of ……………
- Thurrrrrrr is a sound of ………………
- Crunch is a sound of ……………………
- Bump bump is a sound of ……….
- Brummm is a sound of ……….
- Tisssss is a sound of ……………

Task 3 : Read the poem and do the following tasks.

1: Which sounds do you like best?

____

2: What do you think James eats for breakfast?

____

3: How do you think his dad travels to work?

____

4: Do you think James likes school? How can you tell?

____

5: Notice that every line has something interesting to say.

Which line do you like best?

____

Explain why?

____

Level: 5
Term: 1 **Lesson Plan** **Communication**
Week: 6
Day: 2

1. Objectives: The learners will be able to:
- to describe a person
- to use adjectives for descriptio

2. Function: Describing people

3. Activity: Dialogue Practice

4. Material: Worksheets

5. Procedure:

a. Talk about their younger sisters and brothers.

b. Prepare your class for dialogue exchange

c. Worksheet

- Explain the situation given in the picture
- Dialogue practice

d. Further Practice

Ask them to take the words from the worksheet and substitute them in the dialogue for role play

6. Follow Up:

Describe any child of your family, you like.

Level: 5 Term: 1 Week: 6 Day: 2	Worksheet	Communication

'wo friends talk about the new baby

sk 1:

Seema: What a pretty baby!
Amna: She's my sister.
Seema: Look, her face is round.
Amna: Yes, and her hair is soft and curly.
Seema: And her nose is pointed.
Amna: But no one in my family has a pointed nose.

ısk 2: **Further practice**

Substitute the word in the dialogues and practice in role play.

Child / my niece/ my nephew
younger sister/ cousin

cute/ lovely /sweet/
blue / green eyes
brown / black hair
fair / pink complexion
pink lips

Level: 5 Term: 1 Week: 6 Day: 3	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - to read with comprehensions
   - develop vocabulary
2. **Skill:** Reading Comprehension
3. **Topic:** 'A Sad Story'
4. **Material:** Text Page (**A Sad Story**), Worksheet (2 Pages)

---

5. Procedure

a. Talk about pets and write their names. Then ask if any one keeps peacock as a pet.

b. Topic and the text page

c. Worksheet

Task 1:	**Skimming (Fast Reading)**
Task 2:	**Vocabulary**
Task 3:	**Reference**
Task 4:	**Reference**

6. Follow Up:

Write the story in your own words.

Level: 5
Term: 1
Week: 6
Day: 3

Text Page

The sad story of my peacock.

I used to have a pet peacock called Miru. I loved him very much. My father told me that peacocks are very useful because they eat the worms, slugs, insects and other pests that spoil the crops. Our village has lots of large fields around and Miru used to wander in them all the time. In the evening he would come back home and dance beautifully.

One sad evening Miru did not come home. I was worried about him and wanted to search for him. I thought someone had trapped him.

'Miru might have found a friend,' laughed my father. 'You see. Tomorrow he will come back with her.

10 I did not sleep for a moment that night. As soon as it was morning we started searching for Miru. I went to his favourite tree. He was not there. I went to the bushes near the pond. He was not there. Then I went into the fields. I called 'Miru, Miru.' He did not come. Then I whistled but there was still no Miru.

15 A farmer was ploughing his field. 'What are you looking for Saifullah?' he asked.

'My pet peacock, Miru' I said. 'He did not come back last night. Have you seen him anywhere?'

20 'A peacock? I shot one last night because I like eating peacocks', he said.

'Was the peacock wearing a silver ring on his foot?' I asked tearfully.

'Yes, he was', replied the farmer.

'Oh my poor Miru.' I started sobbing. 'He used to dance so beautifully.'

25 I cried and I cried. My eyes were red. The farmer wanted to console me but I could not stop crying. Then the farmer said, 'I am sorry little boy, I promise never to shoot a peacock again.'

My Miru was dead but at least other children's peacocks in my village were now safe.

Level: 5 Term: 1 Week: 6 Day: 3	Worksheet	Date

s for the

is to pro

Task 1: Read the text and find out how many times the word 'Taoos' appears in the text.

____

Task 2: Read the text and match the words with their meanings given below.

Pet	creature harmful to plants
slug	search
Pest	go from place to place
Spoil	crying
Wander	favourite tame animal
Look for	comfort in time of sorrow
Trapped	small slim animal without legs
Sobbing	make unfit for use
Console	lost and caught

Task 3: What do these words refer to in the text?

In line 1 .... I refer to ....

In line 2 .... they refers to ....

In line 4 .... them refers to ....

In line 5 .... he refers to ....

In line 7 .... him refers to ....

In line 9 .... her refers to ....

In line 11 .... I refers to ....

In line 11	....	his refers to	....
In line 17	....	my refers to	....
In line 12	....	he refers to	....
In line 17	....	I refers to	....
In line 26	....	me refers to	....

Task 4: Who said the followings:

__________ said "What are you looking for?"

__________ said "He did not come back last night."

__________ said "Tomorrow he will come back with her!"

__________ said "I like eating peacocks."

__________ said "Was the peacock wearing a silver ring on this foot?"

__________ said "Yes, he was."

__________ said "Oh my poor Miru."

__________ said "I promise never to shoot a peacock again"

Level: 5 Term: 1 Week: 6 Day: 4	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - use short form of the words (Abbreviation)-
2. **Function:** Using contraction for fluency in writing
3. **Activity:** Word Exercise
4. **Material:** Worksheets (2 pages)

5. Procedure:

a. Explain that

"We often use abbreviation and contraction in speaking and writing and both because it gives beauty and fluency to the language."

b. Worksheet (Pair Work)

- Focus on each task separately and explain it on the board by taking different examples.
- Ask them to do one task at a time.
- Have peer checking before feedback

Note: If you have more time, add more words in each type and ask them to do.

6: Follow Up:

Write five sentence of longer form from Task 4 and ask them to rewrite using shorter form.

Level: 5 Term: 1 Week: 6 Day: 4	Worksheet (page 1)	Writing

Getting Shorter

Task 1: *Abbreviation*

We often use abbreviation for names and we don't want to write out full.

PTV Pakistan Television

PIA ________________

WAPDA ________________

USA ________________

UK ________________

Task 2: *Initials*

We write initials (letters) for names, using full stops

Mohammad Jameel Ahmad M. Jameel Ahmad

Sayed Zahoor Shah ________________

Shair Ahmad Awan ________________

Mehnaz Lodhi ________________

Abdul Hameed Khatak ________________

Task 3: *Measurement*

We use abbreviations in measurement but don't need a capital letter.

Km Kilo meter kg ____________

cm ____________ mm ____________

m ____________ mg ____________

Task 4: Contraction

Sometime we shorten words by using contraction

- It's not Sunday today (It is not)
- I'm a doctor (I am)
- They aren't my class follow (are not)
- I can't drink hot tea (can not)
- She's been working (has been)
- I'll go home (will go)
- Let's play together (Let us)

Rewrite these sentences using contraction.

- It is not so hot. ________________
- What is it called? ________________
- She does not like milk.________________
- They have done well . ________________
- Let us go upstairs. ________________
- He cannot fly kite. ________________
- I did not go to school. ________________
- He was not at home. ________________
- I have got a new car. ________________
- They do not have much money.________________
- She has got a big house. ________________

Level: 5	
Term: 1	Assessment
Week: 6	
Day: 6	

Task 1: Make short words out of the long word, as many as you can.

T e a c h e r

____

Task 2: You visited your friend's family. She/he introduced her youngest sister. Write what you said about her.

You:	What a ____________________
Your friend:	She' s my sister.
You:	___________________________
Your friend:	Oh, yes. She _________________
You:	___________________________

Task 3: Put a, the or nothing (✕) in the gaps and rewrite the sentences.

Dog is a faithful animal.

....

Peon of our school is a lazy person.

....

Can I have piece of cake?

....

I like apples.

....

Task 4: Read the text and write answers of the questions, given below. (4)

Zohra worked very hard now. She was alone in the boys' school. She could not play games. She had no one to talk to, but in the class she was very good.
Her teachers were kind to her. Year after year she studied and passed the Middle Standard Examination in grade A. She continued her studies in a High School and then in a college in the town. Now Zohra has finished studying in a college. She will become a teacher now.

ohra could not play games in school. Why?

____

r teachers were very kind to her. Why?

____

ich level did she study?

____

he become a teacher?

____

Lesson Plan
(English)

Level: 5

Term: 1

Week: 7

Communication	Reading	Writing	Assessment
• Sounds and Spellings (**Silent Letter - h**) • Story listening from the cassette. (**Jack and the Bean Stalk**)	• Text "**Up, Up and Away**" • Rg. Aloud, Study Skill	• Story Completion (**Adjective and adverb**)	×

Level: 5 Term: 1 Week: 7 Day: 1	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - learn the sounds and spelling of the words, containing **Silent letter -**
2. **Function:** Practising the Pronunciation
3. **Activity:** Pronunciation Tasks
4. **Material:** Worksheets (**Silent Letter 'h'**)

5. Procedure:

a. Prepare your class for learning pronunciation and spelling.
- Ask them to give you some words, which have silent letters in words. Write them on the board.

b. Write the focus letter – **h** – on the board and also write few examples.

c. **Worksheet**
Explain each task one by one and ask them to do one at a time.

Task 1: **Say the words in the boxes properly and students repeat after you.**

Task 2: **Circling the odd word which is not pronounced like other words.**

Task 3: **Ask them to find words for examples of each rule**

Task 4: **Students find the words which have silent – h**

6. Follow Up:
Repeat any task

7. Free writing. .... 5 Min

Level : 5 Term: 1 Week: 7 Day: 1	Worksheet

Silent - h

Task 1: Listen to the words and practise saying them

Heir	Perhaps	Whale
Honest	Rheumatism	When
Hotel	Rhyme	Where
Hour	Rhythm	Whole
Honour	Rhinoceros	White

Task 2: Circle the odd words in each group and say why it is different.

Task 3: Look at the words in the boxes above and find examples for the rules.

h – is usually pronounced at the beginning of a word.

____

H – is silent when it comes in the word.

____

rh – at the beginning of a word is always pronounced.

____

wh- at the beginning of a word is usually pronounced.

____

Task 4: Some of these words contain silent - h - too. Cross out the silent – hs.

Yoghurt	exhibition	exhaust	straight
Harmony	heiress	sought	hire
vehicle	honour	herb	weight
neighbour	hospital	sing	house

Level: 5 Term: 1 Week: 7 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- listen and follow the events of the story
- listen and retell the story in their own words

2. Function: Narrating a story

3. Activity: Story listening from the cassette

4. Material: Worksheets (**Jack and the Bean Stalk**)

5. Procedure:

a. – Prepare your class for listening to a story of a poor boy and his mother. They should be attentive when the cassette is being played.

b. Procedure of listening

- You play the cassette up to the given words or sentences. Stop the cassette and ask questions about the story to have feedback orally. Some time instead of asking questions, you can ask your students to guess what is going to happen next in the story.

c. Vocabulary; Clear the concept of the following words, using a good context in explaining these words **nod, snored, grabbed, lay, harp**

1. **Play the cassette up to ...."** ***And that was all the money they had"***

   Feedback

   1. What was the name of the boy?
   2. Was her mother rich or poor?
   3. What did she have?
   4. What was the name of the cow?
   5. Why cow is important to them?

2. **Play the cassette up to........."*then she took the beansand threw them out of window.***

   1. What did mother ask her son?
   2. Who brought his cow?
   3. What did the old man pay for it?
   4. Why did the boy accept his offer?
   5. What did mother say?

3. Before playing the cassette, ask your students to guess what happened then

   Play the cassette up to......."*and he climbed and he climbed.*

   1. What did the boy see out of window?
   2. How long was the bean stalk?
   3. How did it become so long and so quickly?
   4. What did he do then?

4. **Play the cassette up to..........'*and Jack jumped into the oven-just in time.*'**

   "And – Jack jumped in to the oven – just in time"

   1. Where did the beanstalk take the boy?
   2. What did he see on the sky?
   3. Guess where did the road lead him?
   4. Who was there in front of the house?
   5. Who was that lady?
   6. What this sound means – thump, thump?
   7. Where did the boy hide?

5. Play the cassette up to ....*"He snored so loud, the house began to shake."*

1. What word did the giant say after smelling the boy?
2. What did the giant want?
3. What did he do after breakfast?

6. Before playing the cassette, ask them to guess what might had happened with the boy. Play the cassette up to..........*'well,Ill try my luck again.*

1. What did he get from the giant's house?
2. How did he get from the giant's house?
3. Why was mother so happy?
4. What did he do when all money was finished?

7. Play the cassette up to .... *'The giant ate his breakfast".*

1. When the boy reached the house again? What did he see?
2. What did she ask?
3. What did the boy say?
4. What sound he heard all at once?
5. What was that sound?

8. Play the cassette up to......... *"Every time Jack said ----- the hen laid a golden egg"*

1. What did the wife bring for the giant?
2. What was special with the hen?
3. What did the boy do with the hen?

9. Before playing the cassette ask them to guess what might have happened next Play the cassette up to....... *"Her snored so loud, the house began to shake"*

1. Why did the boy go again to the giant's house?
2. Where did he hide this time?
3. When the wife left the house, what did the boy do?
4. What did the giant smell?
5. After breakfast what did the giant do?

10. Play the cassette up to the last line.........*"And they lived happily ever after"*

1. What did the boy do with the harp?
2. How did the giant wake up?
3. Why did he go down on the bean stalk?
4. What did the boy say to his mother?
5. How did he save his life from the giant?
6. How did they become rich?

Note: If the lesson is not finished in a period, do it on the 6th day or if you want to finish in one period, then join the two steps and their questions..

6. Follow Up: Write the story in your own words.

Level: 5 **Term: 1** **Week: 7** **Day: 3**	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - to read and understand the story
   - develop vocabulary

   Skill: Reading Comprehension

   Topic: Up, Up and Away

   Material: Text Page (**Up, Up and Away**), Worksheets 2 Pages

---

5. Procedure:

a. Talk about the air travel. Find out who have the experience of traveling b
   Discuss their experiences and feelings.
   Explain the concept of Balloon to them.

b. Topic and the text page

Talk about the picture of the text page.

c. Worksheet (Pair Work / Group Work)

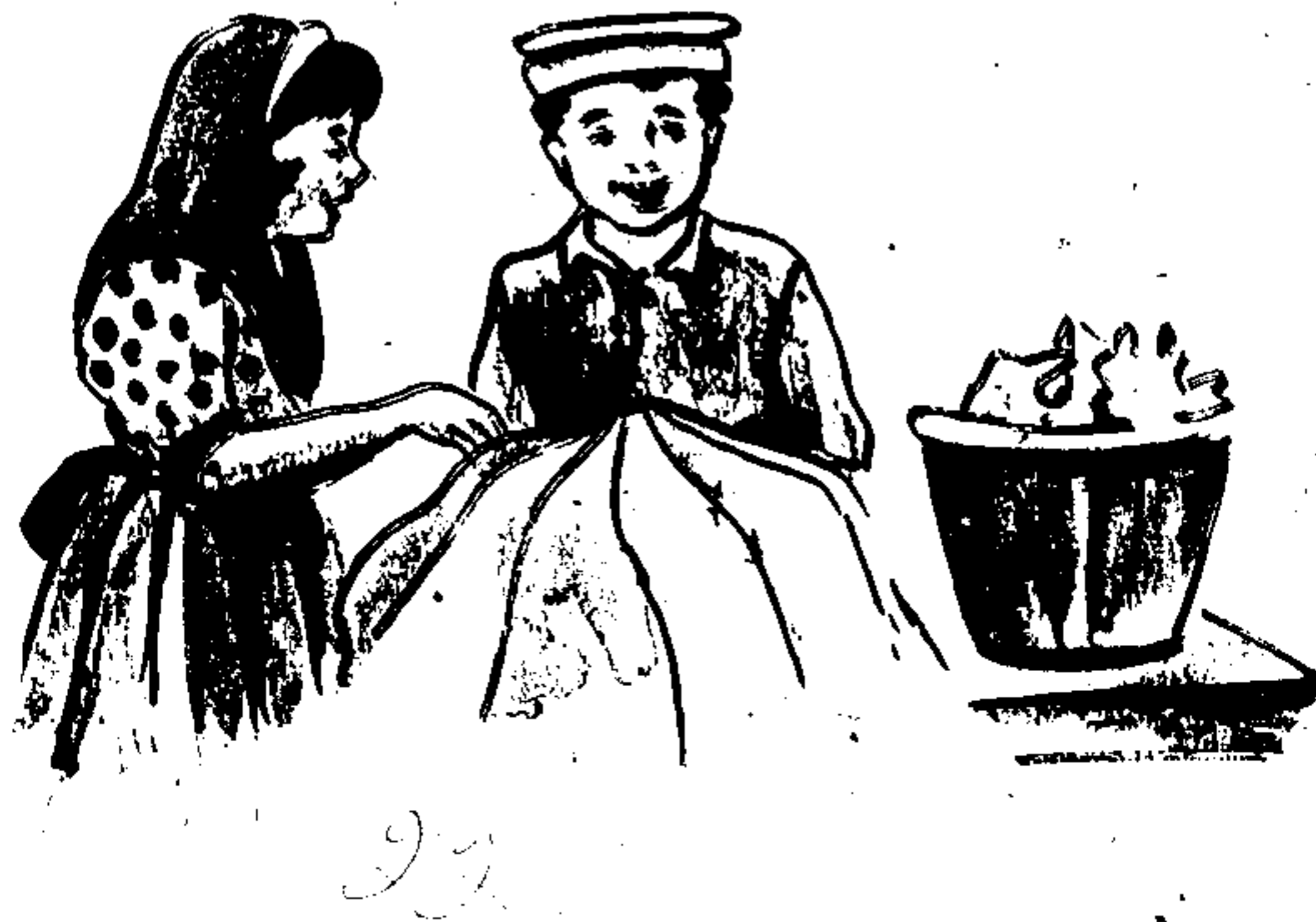
Task 1:	**Skimming (** ***Fast Reading*** **)**	find names of the children from the Text.
Text: 2:	**Sequencing**	
Task 3:	**Vocabulary**	
Task 4:	**Reference**	

Note; If time allows, ask comprehension questions on the text.

6. Follow Up:

Write in your own words how Saleem and Shaista traveled in the Balloon.

Level: 5 **Term: 1** **Week: 7** **Day: 3**	**Text Page**

Up, Up and Away

One fine day, Saleem and his sister Shaista were sitting by the canal. They looked up into the blue sky. Lots of birds were soaring in the sky. Some were flying in a flock together. Others were flying alone.

'Oh, I wish we could fly like the birds. It would be wonderful to see our
5 village from the sky. We could look down into the yards and fields and see what our friends were doing', said Shaista.

'We could see the roads and canals from above and even see the buses on their way to Karachi,' said Saleem, 'but we never will.'

'Why not?' said Shaista. 'Let's find our friends and make a flying
10 machine.'

So they called all their friends in the village. 'Let's try and make a huge balloon,' they said.

'How big will the balloon be?' their friends asked.

'Very, very big,' said Shaista.

What shall we do to help?'

First we will gather lots of plastic bags and plastic sheets that other eople have thrown away. Then we'll cut big shapes like giant ıango leaves and stick them all together,' said Saleem.

So they gathered the plastic bags and sheets and cut them into the special shapes.

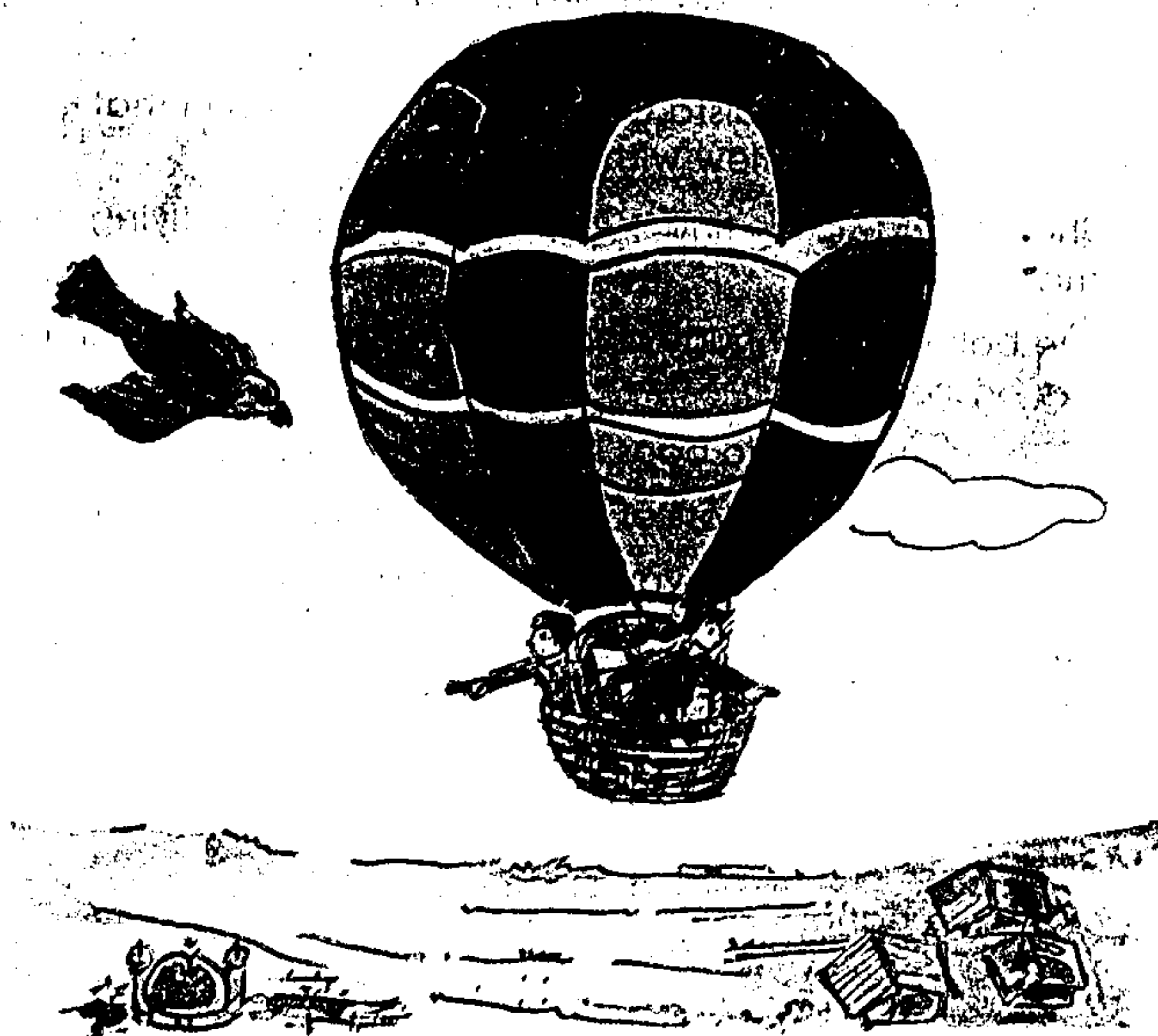
Then they stuck them all together. Oh what a huge balloon they made! It really was the biggest balloon in Sindh.

Then the children went to their mother. 'Can we please have your big vegetable basket?'

'Sure,' she said. 'Here you are.'

They tied the basket to the balloon. Then they lit a fire which filled th balloon with hot air. Slowly the balloon grew huge and round and gently it lifted up the basket in which Saleem and Shaista were sittin

Up and up it rose. Saleem and Shaista could see the village, the fields, the mosque and the railway. They could even see as far as the giant river Indus.

Just then a crow flew by and his sharp beak made a hole in the balloon. Saleem, Shaista, balloon, basket and all started falling out of the sky. Down and down they fell until they landed on their uncle's haystack and the balloon collapsed around them. All their friends came running, hoping for a ride, but the balloon could not be mended as they had used all the plastic bags in the village. So Saleem and Shaista were the only children in that village who ever flew with the birds.

Level: 5 Term: 1 Week: 7 Day: 3	Worksheet

Task 1: Find the names of children from the text.

____

Task2; Read the text and give numbers to bring them in correct order.

________ They tied the basket to the balloon.

________ So they called all their friends to help them.

________ They lit a fire which filled the balloon with hot air.

________ They started falling down and down until they landed on their uncle's haystack.

________ So Saleem and Shaista were the only children in that village who ever flew with the birds.

________ Shaista said, 'Let's find our friends and make a flying machine.

________Shaista wished she could fly like the birds.

________ The balloon grew huge and round and gently it lifted up the basket.

________ They cut the plastic bags into the special shapes.

________ First we will gather lots of plastics bags and plastic sheets.

________ Can we please have you big vegetable basket.

________Just then a crow flew by and his sharp beak made a hole in the balloon.

Task 3: **Read the words and select one word from a, b, c which is nearest in meaning.**

	a)	b)	c)
Huge	**a) very large**	**b) round**	**c) heavy**
Haystack...	**a) grass**	**b)Heap of dry grass**	**c) bundle of Sticks**
Beak	**a).bird's mouth**	**b) bird face**	**c) bird's foot**
Soaring	**a) flying**	**b) rising high**	**c) shining**
Mend.......	**a) repair**	**b) join**	**c) re-start**
Stuck	**a) unable to move**	**b) broken**	**c) follow**
Enormous...	**a) very large**	**b) empty**	**c) having energy**
Giant	**a) a big ant**	**b) very large**	**c)very hard**
Collapsed...	**a) folded**	**b)broke**	**c) burst**

Task 4: **What do the following refer to in the text?**

in line 1 ***his*** **refers to** ***Saleem***
in line 2 ***they*** **refers to** ________
in line 22 ***it*** **refers to** ________
In line 4 ***we*** **refer to** ________
In line 28 ***it*** **refers to** ________
In lien 18 ***them*** **refers to** ________
In line 32 ***his*** **refers to** ________
In line 19 ***they*** **refers to** ________
In line 34 ***they*** **refers to** ________
In line 19 ***them*** **refers to** ________

Level: 5 Term: 1 Week: 7 Day: 4	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   -to read with fluency and correct pronunciation
2. **Skill:** Reading Aloud, Study skill
3. **Topic:** A Sad Story
4. **Material:** Text Page of the previous day's lesson, worksheets (**Study Skills**)

---

5. Procedure:

a. Reading Aloud **(20 Mins.)**

Follow the procedure as suggested (See orientation pages, given at the back)

b. Study Skill **(20 Mins.)**

Task 1: Generating the words

Task 2: Word is alphabetical order

Task 3: Finding the "doing words"

6. Follow Up:

Write four questions on the text.

Level: 5
Term: 1
Week: 7
Day: 4

Worksheet **Date**

Task 1: **Make as many words as you can with the word, given below**

F a r m y a r d

____

____

Task 2: **Rewrite the above words in alphabetical order.**

____

____

Task 3: **Look at the text page and find the ' doing ' words.**

e.g. Looking , playing , do, eat.

____

____

____

____

evel: 5 :rm: 1 'eek: 7 'ay: 5	**Lesson Plan**	**Writing**

. Objectives: The learners will be able to:
- use **adjectives and adverbs** at their proper places
- narrate the story events

2. Function; Using the appropriate words in the text.

3. Activity: Story completion

4. Material: Worksheets (**The Princes and the Frog**)

5. Procedure:

a. Discuss the stories of **once upon a time** and the stories of **fairies, witches, king and queen, princes or princess.** Ask them which stories they like to read.

b. Focus of the task (Adjective - Adverb)
Write the following examples on the board and explain to them.

Children are happy (Adjective)

Children played happily in the garden (Adverb)

c. Worksheet
- Ask them to read the story silently. Put some general questions to check comprehension
- Make groups of three or four members and ask them to complete the story with the help of given Adjective and Adverbs

d. Peer checking and feedback

f. Group exchanges their work for correction. Then each group reads out their story to the class.

e. When feedback is over. Ask them to cover up their worksheet and retell their stores orally, first to the group members, then to the whole class.

6. Follow Up:

Rewrite the story in your own words.

Level: 5		
Term: 1	Work Sheet	Writing
Week: 7		
Day: 5		

Task 1: **Read the story and take an Adverb or an Adjective from the box and put it into each gap. Use each word once only.**

Adjectives	Adverbs
angry, unhappy beautiful, green hot, handsome deep	quickly, immediately quickly, happily. carefully, suddenly unfortunately

The princess and the Frog

ON A TIME there was a (a) *beautiful* princess a golden ball. She lived in a palace with her e King, and her seven sisters. Every day she ith her ball in the garden of the palace.

d of the garden there was a __ , dark pond. When the was (c) _______ , the liked playing near the pond.

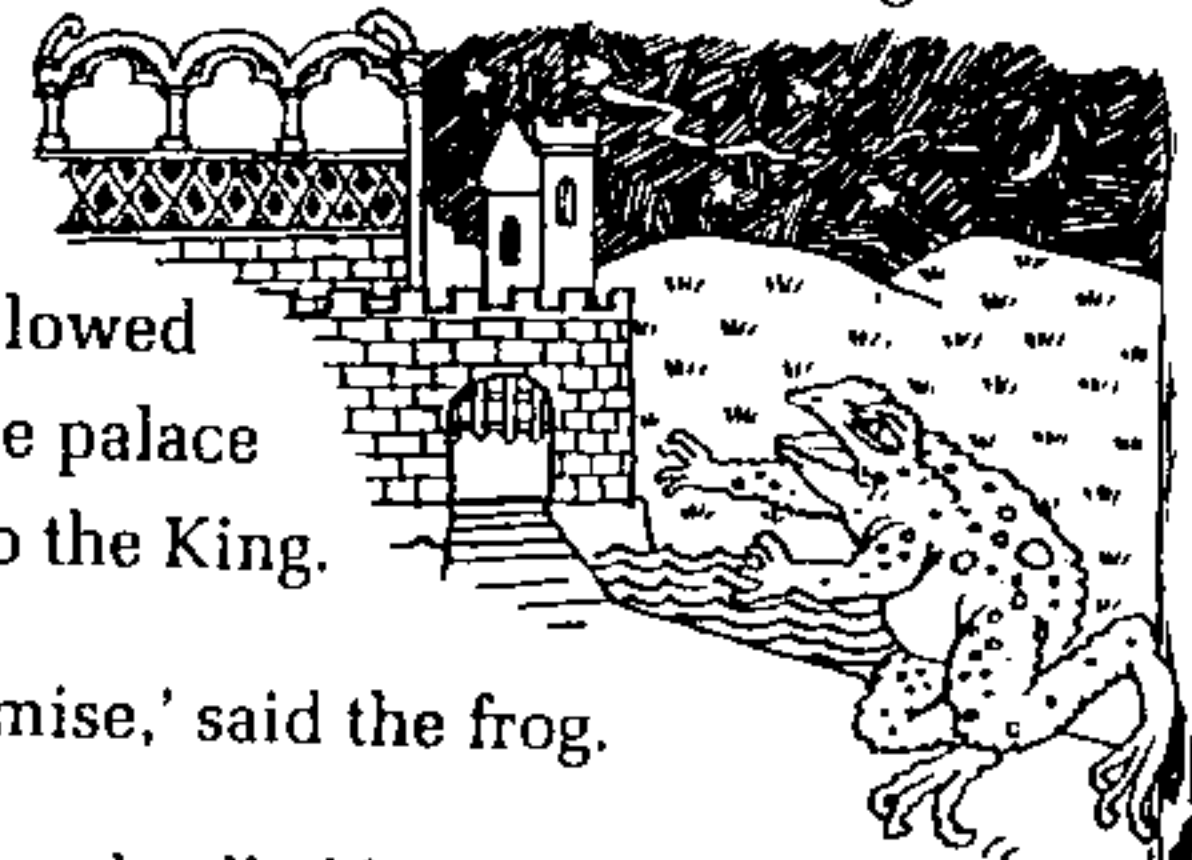
__ , one day she dropped her ball into the water. She was very (e) _______ sat on the grass and started to cry.

___ she heard a voice: 'Don't cry, princess.'

She opened her eyes and saw a large, (g) _______ , frog. 'Oh, please help me!' she said, 'I can't get my ball.'

'I'll help you,' said the frog, 'if I can come and live with you in the palace!'

'Yes, yes, of course. I promise,' said the princess.

So the frog jumped into the water and came back with the ball. The princess laughed and took the ball. She ran (h) _______ back to the palace and forgot all about the frog.

The frog was very (i) _______ . He followed the princess into the palace and told his story to the King.

'A promise is a promise,' said the frog.

'Yes,' said the King and called his daughter. 'A promise is a promise, my daughter. Take this frog to your room and look after him (j) _______ .'

The princess cried again, but she took the frog and put him on her bed. The frog looked at her and said (k) _______ , 'Please kiss me, princess.' She closed her eyes and kissed him. (l) _______ , the frog turned into a (m) _______ prince. Of course, he and the princess fell in love. One week later they married and they lived (n) _______ ever after.

Lesson Plan
(English)

Level: 5

Term: 1

Week: 8

Communication	Reading	Writing	Assessment
• Sounds and Spellings **(Silent Letter - w)** • Using Stress and Intonation in speech **(Shifting)**	• Poem **'The Wind on the Hill '**	• Thank You Letter **(Informal)**	✔

Level: 5 Term: 1 Week: 8 Day: 1	Lesson Plan	Communicatic

1. **Objectives:** The learners will be able to:
   - focus on the words which have **silent letter-w**
   - learn the sounds and spelling
2. **Function:** Practising the correct pronunciation
3. **Activity:** Word Puzzle Game
4. **Material:** Worksheet (**Silent letter - w**), chart

5. Procedure:

a. -Prepare class for learning pronunciation of the words which have some silent letters in them.
   - Ask them to give you such words

b. Write the focus topic on the board with the examples.

c. Worksheet

Write the following lines on a chart and display it on the board. Read the lines aloud and then ask our students to read.

"When w comes before the letter r or the letter h and o, it remains silent.'
answer, two, who"

d. Worksheet

Explain the task properly and ask them to work in pairs. They should take help from the clues, given at the worksheet. Discuss orally the first one (only) and tell the answer.

Answers

1 two	*2. wrist*	*3. whole*	*4. wrong*	*5. wreck*	*6. wrinkle*
7. wriggle	*8. Wrap*	*9. write*	*10. who*	*11. Wrestler*	*12. answer*
13. sword	*14. Wealth*				

6. Follow Up:

Write any two words which have silent letter – w

7. Free writing . ... 5 Min

Level: 5 Term: 1 Week: 8 Day: 1	**Worksheet** (Silent Letter w)	**Communication**

Task 1: **Fill in the crossword puzzle.**
All the words have silent letter – w

Clues

1. **One and one**
2. **Ankle is to foot as ……. is to hand**
3. **Two halves make a …………**
4. **Not right………..**
5. **The Titanic is very famous……..**
6. **A line on the face is called a ……..**
7. **Worms………when the move ……**
8. **People often ……………use colour paper for gift before they give them.**
9. **Put words on paper.**
10. **…. Starts a question about someone.**
11. **Fighter who tries to throw someone to the ground without hitting them.**
12. **Reply to a question.**
13. **Long metal blade uses as a weapon**
14. **Circle of flowers to put on someone's grave.**

Silent letter '*w*'

Fill in the crossword. All the words have a silei

1		W						
2	W							
3	W							
4	W							
5	W							
6	W							
7	W							
8	W							
9	W							
10	W							
11	W							
12				W				
13		W						
14	W							

Level: 5
Term: 1 **Lesson Plan** **Communication**
Week: 8
Day: 2

1. Objectives: The learners will be able to:
- to use stress and intonation in speech
- shift stress according to the sentences

2. Function: Using stress for meaningful speech
3. Activity: Stress shifting
4. Material: Worksheet (2 pages)

5. Procedure:

a. Explain to your students that

Rising and falling tone or use of stress changes the meaning and message of the speech.

e.g. **1. I went to Pindi**

(If you put stress on Pindi, then it means that I went no where except Pindi)

2. I went to Pindi.

(*No one except me when to pindi*)

b. Worksheet

Task 1:

- Read the dialogue, putting stress on the dotted words.
- Ask your students to follow you.
- Discuss and ask why a different word is stressed in each answer and what it means.
- Call two students for role-play and ask them to say the dialogue with proper stress and intonation on marked words.
- Ask them to write questions according to the stressed words.

Task 2: **Questions**

- Have you found fifty Rupees?
- Have you lost fifteen rupees?
- Have you lost fifty Dollars?
- Has Jamil lost fifty rupees?

- Has you sister broken her arm?
- Has you sister cut her leg?
- Has you cousin broken her leg?
- Has Amir's sister broken her leg?

- Have the Jadoons bought flat in London?
- Have the Khans rented a rented in London?
- Have the Khans bought a house in London?
- Have the Khans bought a house in Karachi?

Level: 5 Term: 1 Week: 8 Day: 2	Worksheet	Date

Task 1: Say the dialogues below and put main stress on the marked words.

a. A Is your mother <u>going</u> to Lahore?

No, my mother's <u>gone</u> Lahore.

b. Has your mother gone to Karachi.

No, my mother's gone to<u>Lahore.</u>

c. Has your <u>father</u> gone to Lahore?

No, my <u>mother</u>'s gone toLahore.

d. Has <u>Jamil's</u> mother gone to Lahore?

No, <u>my</u> mother's gone to Lahore.

Task 2: Here are some more groups of answers with the stress in various places. Try to write a questions for each answer.

A ....

No, I've <u>lost</u> fifty rupees.

....

No, I've lost <u>fifty</u> rupees.

....

No, I've lost fifty <u>rupees</u>.

....

No, I've lost fifty rupees.

B ....

No, my sister's broken her leg.

....

No, my sister's broken her leg.

....

No, my sister's broken her leg.

....

No, my sister's broken her leg.

C ....

No, the Khans have bought a flat in London.

....

No, the Khans have bought a flat in London.

....

No, the Khans have bought a flat in London.

....

No, the Khans have bought a flat in London.

Level: 5
Term: 1
Week: 8
Day: 3

Poem Page

Wind on the hill

No one can tell me,
Nobody knows
Where the wind comes from
Where the wind blows.

It's flying from somewhere
As fast as it can;
I couldn't keep up with it,
Not if I ran.

But if I stopped holding
The string of my kite
It would blow with the wind
For a day and a night.

And when I found it,
Wherever it blew,
I should know that the wind
Had been going there too.

So then I could tell them
Where the wind goes . . .
But where it comes from
Nobody knows.

A. A. Milne

Level: 5 Term: 1 Week: 8 Day: 3	**Worksheet**	**Date**

Task 1: **Find the rhyming pairs of words from the poem.**

knows + blows ______ + ______

______ + ______ ______ + ______

______ + ______ ______ + ______

Task 2: **Read the poem again and find the action words for Wind.**

Wind ________.

Wind ________.

Wind ________.

Wind ________.

Task 3: **Draw a kite.**

Level: 5 Term: 1 Week: 8 Day: 4	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- write thank you letter
- write informal letter

2. Function: Saying Thank You

3. Activity: Letter Writing (Informal)

4. Material: Worksheets, chart

5. Procedure:

a. Explain to them that;

> **"Saying thank you is very important but saying it in a letter is a special way of saying Thank you. You can say thank you for a lot of things. *Thank you letter* is an informal way of writing."**

- Notice the following things in Thank you letters
- Write the following on a chart and display it on the board.
  - **Informal letters can be written to the elders who are close to you and also to the friends.**
  - **Writing address is not compulsory**
  - **Date is must**
  - **Notice the use of comma – only at the beginning and at the date**
  - **Letter starts with Dear / My dear.......**
  - **First line starts with thank you words**
  - **Write few lines about the things you are saying thank you.**
  - **Add some news.**
  - **End the letter with............. *Love from* on a separate line.**

b. Check by asking oral questions about the chart instructions

c. Worksheet

Task 1: Explain the task and ask them to read silently. Then ask oral questions about the letter. The questions should highlight the points of the chart instruction.

Task 2: Divide the class in groups. Assign the tasks to different groups. If groups are more in number, you can repeat the topic or you can add more situations.

d. Peer checking and Feedback
- Students exchange their letter for peer checking
- After peer checking, each group reads out the letter to the class.

6. Follow Up:

Ask them to rewrite the letter, taking a different situation.

Level: 5 Term: 1 Week: 8 Day: 4	Work Sheet	Writing

Task 1: **Saad gave a story book to his friend Babar to read. Babar wrote this letter to Saad.**

20th October,04

Dear Saad,

Thank you very much for the book. It was very interesting. I like to share it with my sister and friends. I'll return it after a week. Today we are playing a football match at school.

Love from

Babar

Task 2: **Write a thank you letter to one of these for the things he or she did for you.**

- **Your mother for purchasing a dress for you.**
- **Your father for bringing a camera for you.**
- **Your friend for a birthday present.**
- **Your teacher for arranging a trip to Islamabad**

....

....

....

....

....

. ...

....

evel: 5
Term: 1
Week: 8
Day: 6

Assessment

Task 1: a. Cross out the words which have silent – h (2)

honest, hope, house, weight, hour, whale

b. Cross out the words which have silent – w

why, two, answer, west, wrap, wet

Task 2: Choose the appropriate meanings of the words.

- Enormous
  a. having energy
  b. very big and large
  c. very famous

- Hay stack
  a. grass
  b. bundle of sticks
  c. heaps of dry grass

Task 3: Write a thank you letter to your friend who gave you his calculator for one week. (2)

....

....

....

....

....

....

....

....

Read the text below and do the task. **(4)**

It is so interesting to see the birds flying in the sky. But it is more wonderful to see the man flying over the cities and villages.

Balloon flying is becoming a very popular hobby among the people. It is a type of flying machine which is made from a huge balloon. People made this balloon by sticking the big plastic sheets together. There they tie a light basket with the balloon and a fire is lit inside the basket. The air inside the balloon becomes hot and the balloon grows bigger and bigger which helps in lifting the basket up and up higher.

Fill in the gaps with appropriate words from the given text.

1. **Man can also fly in the sky by setting in the ____________**
2. **Balloon is made by________________.**
3. **Fires is lit in the ________________________**
4. **______________ helps the balloon to go up in the sky.**

Free Writing

- Free writing is an exercise, which brings fluency in writing, develops muscular control and removes hesitation and fear of writing right from the beginning. It is a confidence building exercise.

- It gives learners a chance to express their opinions.

- Free writing is not to be checked for spellings or grammar mistakes or ideas and organization by the teachers.

- Teachers should take their learners into confidence before setting them to write, so that they feel relaxed and free. Although a teacher can make encouraging comments or remarks to motivate them for more writing by saying e.g. "**I enjoyed reading – Tell me about it – It was wonderful to see that.**"

- Free writing requires parent training in which teacher should explain to them that it is an experiment or exercise to improve their writing skill. Request parents to be patient for at least one academic year and then see the results.

Procedure.

- Take them into confidence that there will be no checking or assessment.

- Ask them to write whatever comes in their mind. They can write about people, school, parents, family, friends, animals, nature, books, stories, characters, events or whatever comes in their minds.

- Ask them to draw margin line and put date.

- They are supposed to write with pencil and on alternate lines.

- It should be a timed activity – not too relaxed, not too limited.

Record keeping.

Since this is an ongoing activity and a part of a writing program, so record keeping is must. There are different options. You choose according to your convenience or requirement of the learners.

- The learners should have a separate copy for it and that should strictly be kept in school and never to be sent to parents.

Or

- You can provide a page or loose paper and maintain a record in a folder or file.

Or

- You can do it in you own style for keeping record.

Teaching Poem.

A poem is to make your students happy. They enjoy it and feel the rhythm of language. Encourage them to recite poems to each other, to their parents and others, outside the classroom.

Procedure:

1. Pre-Reading.

- Talk about the things, which are relevant to the poem or heading of the poem.
- Ask relevant questions but not directly on the poem. Write the topic on the board.
- Put up the picture on the board or discuss the picture of the poem page.

2. Reading.

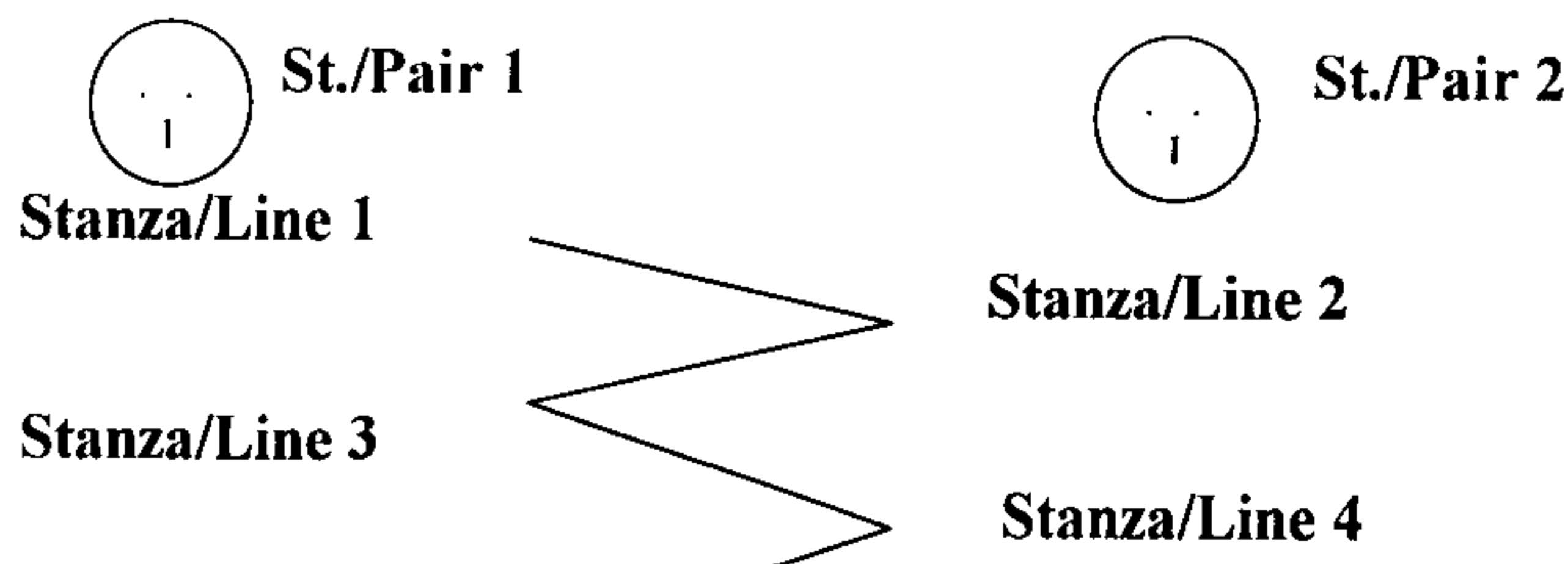
Model Reading

- Read the poem aloud.
- Ask the learners to listen attentively.
- Recite the poem line by line and ask the learners to repeat after you in a drill.

Group Reading

- Divide the class in two groups, putting four members in each group.
- Each group recites the poem in chorus.
- If the poem is long, then each group reads one stanza at a time.

Paired Reading

- Divide the groups into pairs.
- Each pair stands up and recites the poem to the class and the class recites the poem in chorus after them.
- Pairs recite the stanza or lines to each other.

Individual Practice.

- Ask them to recite the poem one by one.
- After having much practice you can ask them to sing the poem without looking at the poem page.

Note: *During the reading and singing, use actions and rhythm to make it livelier.*

Reading Aloud

Reading aloud means when a child stands up and reads the text aloud in front of class. Reading aloud doesn't help in comprehension. It only promotes pronunciation, intonation of voice, expression, fluency and speed. However it is very important at the beginners level.

Strategies of Reading Aloud.

1. Model Reading.

- Teacher reads aloud to the whole class in order to provide good reading model. (The learners listen and the teacher reads aloud)

2. Paired Reading.

- The experience of reading together in pairs allows them to read in a risk free atmosphere. They feel confident and do not feel terrified in making mistakes. So make pairs, taking one brilliant and an average or one average with a slow learner.

3. Group Reading.

- When students read together, they are not singled out, but begin to feel more relaxed and confident in the group. Single student experience anxiety and frustration when he/she is asked to stand up and read out to the class.

Procedure.

- Give model reading to the learners in comfortable speed and appropriate pronunciation. (By the teacher only)

- Make groups of three or four. They read together and the class listens.

- Make pairs and ask them to read together to the class.

- Also give them chance to read individually but first to the sharp student then average and then slow.

Teaching Extensive Reading

Extensive reading means reading for pleasure. The main purpose of **Extensive Reading** is to train the readers to read fluently in **English** for their enjoyment. Extensive reading is not a waste of time. It serves a purpose:

Procedure.

1. **Selection of storybooks.**
   - Select storybooks or poems or any information text.
   - Keep the level and interest of the learners in consideration.
   - You can select and ask the learners what they would like to read.
   - Material should be collected before the class begins.
2. **Motivation.**
   - Make them aware that they cannot learn a foreign language without reading some more material from the textbooks.
   - Create a confidence that they can understand the stories without knowing the meaning of difficult words.
   - Explain that they are reading for pleasure and not for class work or examination.
3. **Procedure. (While Reading)**
   - Make groups (Taking three members in each group) or pairs.
   - Distribute one copy of book/material to each group.
   - Allow them to read aloud – one reads in a group and the other two listen and keep on changing the turn of reader or they can read individually.
   - They can also do individual reading.
   - Train them to guess the meanings of words and sentences themselves and don't encourage them in asking the meanings of words.
   - Encourage them to use dictionary but not very often – only once or twice.
   - Teach them to focus on main ideas and overlook other details of the text.
   - They should read in phrases and sentences instead of reading each word separately.
   - Keep on moving around to have a watch and provide support to the learners.
   - Tell them that they will finish their reading 10 minutes before the period ends.
   - Every group will give feed back in the last 10 minutes.
4. **Feed Back.**
   - Take feed back on main points. Don't go into detail. First take feed bacl orally.You can also set a task on reading e.g. draw grid on the board anc ask about the followings
   - Task should be very simple, such as:

Name/Title of the book or story.	Pages read. (How many?)	Characters (Only names)	What you liked?	Disliked?